THE DEVELOPMENT OF A PUPILS' HANDBOOK

FOR GUIDANCE PURPOSES

by

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Thesis

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CHAPTER I

THE PROBLEM AND THE SCHOOL

Statement of the Problem

Background of the study.-- At the opening of school in September, 1947, Mr. Theodore R. Silva, principal of the South Junior High School, Quincy, Massachusetts, told the writer that he was very eager to develop a PUPILS' HANDBOOK for the school. He asked her to assume full responsibility for the task. The writer accepted the assignment with reservations: namely, that a handbook ought not to be the work of one member of the faculty; that it ought to be a cooperative enterprise, with teachers, counselors, pupils, principal, and all members of the staff taking part; that the writer of this thesis was willing to do all of the preliminary research which ought to precede such an undertaking in order for her to have the necessary background of information to guide the project to a worthy completion; that she would then draw conclusions and make recommendations to the principal and faculty for their consideration before launching the actual project of developing a handbook for the school.

The writer, to be called in this thesis the coordinator, was allowed a number of unassigned periods in her weekly program in order to provide an opportunity to do some of the research during the school day.

On April 1, 1948 a full report of the research was presented to the principal. It contained (1) a 48-page report of every step taken with the writer's findings and evaluations, (2) an outline of a proposed

handbook for the school, and (3) suggested procedures to follow in developing such a handbook.

Copies of the report were placed in the school library, the faculty library, and sent to the Superintendent of Schools, Dr. Paul Gossard. The report was presented in part to the school faculty a few weeks later, but it was voted to postpone actual work on the handbook until the fall term. (1948).

This thesis is a report of the actual development of the PUPILS' HANDBOOK for SOUTH JUNIOR HIGH SCHOOL, QUINCY, MASSACHUSETTS, as it was carried out during the following school year (1948-1949). The report of the study which the writer made preceding the actual work on the handbook is on file in the library of the school.

The purposes of the study.-- The development of a PUPILS' HANDBOOK for the pupils of South Junior High School, Quincy, Massachusetts, was felt to be not only a worthwhile project to be completed as successfully and as expeditiously as possible, but it was regarded also as an experiment in the utilization of our total school resources. The coordinator was as interested in the method of work as in the final product.

For these reasons every step was planned most carefully and was taken only when it met with approval by all concerned. The most favorable aspect of the problem was the opportunity for every individual, regardless of his status or in what capacity he served the school, to engage in a cooperative enterprise which would benefit all. It was the task of the coordinator to guide the project to completion.

Justification of the problem.-- An attempt was made to discover the extent of any previous reporting of methodology in the development of a school handbook. Search revealed two theses [1/] on the development of a student handbook, but method and procedure were given very minor consideration in both reports. The inadequacy of these contributions seemed to support the feeling that research in this field is justified.

The School

South Junior High School, Quincy, Massachusetts, is one of four junior high schools in a city of about 95,000 persons. It is situated about two miles from the center of the city in a residential area. Its present enrollment is nearly 600 pupils, about equally divided among grades seven, eight, and nine.

The building is a modern, three-story brick one, containing thirty-four classrooms, shops, a gymnasium, a cafeteria, an auditorium which seats about 800, a library, and several special rooms which are used only by special groups.

The pupils enter once a year, in September, from five elementary schools. No visiting day is provided for these prospective pupils before the opening of school in the fall.

1/ 1. James D. Elder, "Let's Start Right", an unpublished educational thesis, University of Colorado, 1940.

2. J. J. George, "Essentials of a Secondary School Handbook", an unpublished educational thesis, Boston University, 1941.

There is an excellent program of group guidance for all pupils from the seventh grade through the ninth. During his junior high school life, the pupil is under the direction of the same counselor.

The program of studies for grade seven and for grade eight allows for no choice of subjects by the pupil. There is opportunity for selection in grade nine only.

There is no Parent-Teacher Association, but excellent cooperation between home and school always prevails.

CHAPTER II

EARLY PROCEDURES

Early Procedures with the Faculty

Need for making the concept of a pupils' handbook clear.-- The first step was to make sure that the concept of a pupils' handbook was clear to every faculty member. Several teachers had never seen such a publication. Early in the fall term, a faculty meeting was scheduled for the coordinator to present the idea.

A large portable bulletin board was used to exhibit many sample copies of school handbooks and industrial handbooks. Enough copies of one particular school handbook were obtained to distribute among the faculty for inspection during the discussion period which followed the presentation.

Presenting the idea.-- The following paragraphs give the reader an idea of what the coordinator said when she tried (1) to make clear the need to help new pupils to orient themselves to the school and (2) to show how a handbook could be a very effective agent.

> "This fall 200 new pupils entered our school. Most of these entered the seventh grade from Quincy elementary schools. Forty-eight new pupils entered grade eight or grade nine from other schools. These new pupils represent 42 per cent of our total enrollment, a group large enough to warrant serious consideration from the standpoint of assimilation alone.
>
> "The new pupil himself is very much concerned with the manner and outcome of this assimilation. The first few days and weeks are not easy whether the new pupil be a

seventh-, eighth-, or ninth-grader. Probably all of these newcomers are more interested right then in discovering what this school is like and more eager right then to become a real member of it than many of them will ever be again. What can we do to turn this feeling into gratitude and loyalty? What can we do with it to build good school spirit?

"The school as well as the pupil will benefit by any measures we take to help in-coming pupils to make a happy, satisfactory, smooth adjustment, to feel at home as soon as possible, to feel they are wanted here, to feel they really belong to the school family. To the self-conscious and sensitive adolescent, the problem of orienting himself is often too difficult to cope with without help.

"You who are seventh-grade homeroom teachers and subject teachers know the problems involved in orientation to the junior high school and have done a lot of guidance and counseling to help pupils get adjusted with as little friction as possible. Eighth-and ninth-grade teachers have had to do it also for their newcomers. Counselors have lent their assistance. In other words, everyone has been aware of the very real problems facing all new pupils and has given all kinds of help, answered all sorts of questions, and spent a lot of time helping pupils to "fit in".

"Our combined efforts represent the expenditure of a good deal of time and energy. We've done it gladly and conscientiously and patiently because it needed to be done for the welfare of the organization. Our problem seems to be this: How can we best handle this orientation period so that the pupil makes a smooth adjustment with the least strain on him and on us? How can we proceed so that the new pupil isn't being given information about the location of rooms, for example, after he has already become acquainted with the building, or so that he isn't brought up short by some teacher for breaking some rule or regulation about which he has not yet been informed?

"This orientation period is not the only time when large numbers of pupils, or even the entire student body, need general information about such things as athletics, election of class officers, clubs, good study habits, the preparation of home work, policies and procedures which are traditions of the school, and so on. All of you, again and again, have spent time interpreting school

policies and standards, answering questions regarding extra-curricula activities, or have referred pupils to other persons because you didn't have the correct information at hand.

"Would it be helpful to have some device which would give pupils the sort of general information about the school which they need at intervals throughout their whole junior high school period? Is there some instrument which would prevent duplication of effort, repetition of information, and unintentional giving of misinformation?

"The fields of business and industry have to face these problems too, for wherever people work and live together, it is important that the policies of the organization be understood by all if there is to be unity of spirit, co-operative effort, harmony and good-will. Only in such an atmosphere can good work be done.

"It might be to our advantage then to see how industry and business solve the problem. One device is to give to every employee a booklet containing all sorts of general information needed by the workers and explaining the policies and plans of the company. Here is such a book and there are many others posted on this bulletin board. A look into the index will give you an idea of what a big company feels is necessary information for their employees to have "at hand" in order to "fit in".

"Can't you imagine the situation that would exist in such a plant if every member had to ask his foreman questions concerning all of these items of information? That is not the whole purpose of this book, however. It is a valuable device for building good plant spirit, pride in firm, gratitude for the interest in the welfare of the employee as evidenced by the booklet and what it contains. Strong loyalty to such a firm would be a logical and expected outcome.

"It is also apparent that workers in other plants may well be drawn to this house for a job because of the attractive and fair policies described here, although that is obviously not a reason for issuing the booklet. It becomes a form of good advertising without being offered in that way.

"Many years ago universities and colleges adopted the idea of such a booklet for their students because they saw the need for it and appreciated the benefits from such a

service. Later secondary schools followed suit. Both of our Quincy high schools now have a pupils' handbook. More and more such a book is becoming one of the school's services to the pupils of junior high schools. The underlying philosophy is this: whatever benefits the pupil benefits the school.

(Sample handbooks of senior and junior high schools were distributed for examination)

"Does it appear to you that our pupils would benefit by such a book? Would such a handbook be useful to you for the classroom and homeroom guidance that you are all doing? If every pupil had one of these books, would it save time and energy for you when it became necessary, as it so often does, to refresh their minds on matters of general school policy, or to give them help in the best ways to study or prepare home work? Would it help in putting across the concept that many of the rules which teachers ask pupils to follow are not a creation of one individual teacher for the discomfort of pupils who happen to get that teacher, but are accepted standards for the school as a whole?

"Do you feel that such a book, made by the pupils themselves under supervision, would help to build good school spirit and pride in being a pupil at South?

"Would it be useful in developing anticipatory feelings of interest and eagerness in younger brothers and sisters who are coming to this school later on?

"Would it help parents to understand how the school is organized and what this school stands for, and so make clearer those ways in which they can cooperate?

"These are questions to which I'd like an honest expression of your opinion."

Deciding on how to proceed.-- After an examination of sample handbooks and a discussion of the value of such a book for our school, the faculty voted to proceed to develop such a handbook. The coordinator then suggested the need to consider needs of our pupils. She offered to make a checklist of the items usually found in school handbooks (based on her study the previous year) and distribute this check-list at an early

date. It was decided to judge the items as "necessary", "desirable", or "not desirable".

Reaching every member of the faculty and staff.-- In order to have an individual expression of opinion from all persons on the staff who would be concerned in the development of the handbook, the following questionnaire was distributed within a very few days.

RE: PUPILS' HANDBOOK

Last Monday several teachers were absent from the meeting at which the idea of a PUPILS' HANDBOOK was presented. Before going ahead with any plans, it seems only fair to ask every teacher to express his or her individual reaction to the proposal to draw up such a book for our pupils.

Therefore, will you please read the following questions and then check?

A. Do you believe that a PUPILS' HANDBOOK could:
   1. hasten the orientation of new pupils? YES.... NO....
   2. codify the various rules and regulations of the school and so unify the school? YES.... NO....
   3. clarify the ideals and purposes of the school and its organization? YES.... NO....
   4. serve as a guide to democratic living within the school through explanation of homeroom and class organization? YES.... NO....
   5. show what is offered in educational and social activities for the entire three year period and so build pride in the school? YES.... NO....
   6. foster good school spirit and develop school traditions? YES.... NO....
   7. explain school life to parents and so indicate ways in which they can cooperate? YES.... NO....

B. Do you believe that South would definitely benefit by such a book? YES.... NO....

C. Would it be of enough benefit to warrant putting into it all the labor and time and expense that will be necessary? YES.... NO....

D. Do you want South to have a PUPILS' HANDBOOK? YES.... NO....

PLEASE express any opinions that you have regarding the whole idea. I

shall welcome any and all comments from you relative to the usefulness or desirability of such a HANDBOOK for SOUTH.

THANK YOU.
Hilda Foote

The results of this questionnaire were made known to the faculty and staff through the following bulletin.

RE: PUPILS' HANDBOOK

The questionnaire recently sent to the teachers yielded the following expressions of approval:

"YES" was checked by every teacher except one on all ten questions.

Here are some of the comments written at the bottom of the questionnaire:

"When you consider how pupils write all over note-book covers and book covers and apparently do not respect school property enough not to lose it, I cannot help questioning whether all the time and expense entailed in such an undertaking will bring results that we wish. We shall never know until it is tried out. It is a fine idea."

"I wonder if there is some way in which Art could be used in making a cover; perhaps each pupil could make his own? This might help enhance its worth."

"With the influx of new families in this district (two new housing developments), I think it would be an invaluable asset to the parents, pupils, and school."

"The value of the Handbook will depend partially upon the use made of it by all teachers, in conjunction with the pupils. If it isn't referred to beyond the seventh grade, it will be only one-third effective."

"I'd like to suggest that a regular period be scheduled (say twice a month) all through the three years for getting acquainted with and for discussing the contents of the book. Our fifteen minute homeroom period is too short for effective coverage of such solid substance as this! Frequent review should insure both understanding and familiarity with our local "set-up."

Accompanying the above bulletin was the promised check-list for their

consideration. A copy of this check-list with the tabulation of total checks found on the returned sheets follows.

CHECK-LIST FOR PUPILS' HANDBOOK

KEEPING IN MIND THE SEVERAL PURPOSES TO BE SERVED BY A PUPILS' HANDBOOK, PLEASE CHECK IN COLUMN 1, 2, or 3 your judgment of the value of including each of the following items in such a handbook for SOUTH JUNIOR HIGH

	(1) Necessary	(2) Desirable	(3) Not Desirable
FOREWORD (by principal)	20	5	0
The AMERICAN'S CREED	12	11	2
SCHOOL SONGS and CHEERS	18	7	0
GENERAL INFORMATION			
LIST OF FACULTY MEMBERS (loose in pocket)	23	2	0
STAFF MEMBERS			
Office	20	5	0
Custodians	17	7	0
Cafeteria	17	7	0
MEDICAL STAFF	18	6	1
SUPERINTENDENT	20	4	1
SCHOOL COMMITTEE	12	9	2
HISTORY OF THE SCHOOL	11	14	0
CUSTOMS AND TRADITIONS	14	11	0
FLOOR PLANS	24	1	0
SPECIAL ROOMS (and their use)			
Principal's Office	23	2	0
Nurse's Room	23	2	0
Counselors' Room	23	2	0
BELL SCHEDULE, (six- and seven-period day)	25	0	0
RULES AND REGULATIONS			
AUDITORIUM	23	2	0
ATTENDANCE			
ABSENCE	25	0	0
TARDINESS	25	0	0
DISMISSAL	25	0	0
TRUANCY	25	0	0
BOUNDARIES	20	5	0
BUS TICKET	22	2	1
CAFETERIA	23	2	0

	(1) Necessary	(2) Desirable	(3) Not Desirable
CHANGE OF ADDRESS	22	3	0
CORRIDOR PASSING	24	1	0
DAILY NOTICES	16	7	1
DETENTION ROOM	23	2	0
FIRE DRILL	24	1	0
LAVATORIES	24	1	0
LAVATORY RECESS PERIOD	23	2	0
LEAVING CLASSROOMS	23	1	1
LEAVING STUDY PERIOD ROOMS	22	3	0
LIBRARY	24	1	0
LOCKERS	22	3	0
LOST AND FOUND ARTICLES	20	5	0
LUNCH AT HOME	23	2	0
SMOKING	10	3	3
SUSPENSION FROM SCHOOL	25	0	0
TELEPHONE CALLS	16	7	2
USE OF STUDY PERIODS	21	3	1
VISITORS	19	5	1
ACADEMIC INFORMATION			
PROGRAM OF STUDIES			
GRADE 7	21	2	0
GRADE 8	21	2	0
GRADE 9	21	2	0
MARKING SYSTEM	22	3	0
PROMOTION REQUIREMENTS	24	1	0
REPORT CARDS	23	2	0
SIX-YEAR RECORD CARDS	20	3	2
MID-TERM REPORTS	21	3	1
HONOR ROLLS	18	7	0
STUDY AIDS	19	6	0
HOME STUDY REQUIREMENTS	21	4	0
ACTIVITIES			
HOMEROOM ORGANIZATION	22	2	1
CLASS OFFICERS	23	2	0
QUALIFICATIONS FOR OFFICE	20	5	0
DUTIES AND RESPONSIBILITIES	20	5	0
SPECIAL TRAFFIC OFFICERS	19	5	1
THE PRESIDENTS' CLUB	19	6	0
OTHER ORGANIZATIONS			
GLEE CLUBS	19	5	1

	(1) Necessary	(2) Desirable	(3) Not Desirable
ORCHESTRA	19	5	1
JUNIOR RED CROSS	17	7	1
COMMUNITY CHEST	17	7	1
ASSEMBLIES	17	8	0
PUPIL HELPERS			
FOR THE OFFICE	14	10	0
FOR THE CAFETERIA	14	10	0
SOCIALS AND DANCES	12	11	2
AWARDS	18	7	0
ATHLETICS			
BOYS'	19	5	1
GIRLS'	19	5	1

ADDITIONAL ITEMS THAT WOULD BE NECESSARY OR DESIRABLE: (list them below)

The following list of additional items was made from the suggestions found at the bottom of the returned check-lists.

- Bicycles
- Citizenship at South
- Counseling organization
- Courtesy
- Gymnasium and stadium manners
- Index
- Library assistants
- Make-up work
- No school signal
- Parents' night
- Program blanks
- Rules and regulations
  - Before 8:30
  - After 2:30
  - Reporting to teachers at 2:30
- School calendar
- School creed
- Table of contents
- Use of the homeroom period

At a subsequent meeting, the teachers were asked to vote on these additional items as "necessary", "desirable", or "undesirable". The fol-

lowing tabulation shows the result of the voting.

ADDITIONAL ITEMS

	Necessary	Desirable	Not Desirable
After 2:30	23	1	0
Between 8:15 and 8:30	24	0	0
Bicycles	12	9	2
Citizenship	17	2	3
Counseling	4	20	0
Courtesy	14	10	0
Gymnasium and stadium manners	22	2	0
Index	24	0	0
Library assistants	17	6	0
Make-up work	24	0	0
No school signal	24	0	0
Parents' night	7	16	1
Program blanks	14	10	0
Reporting to teachers at 2:30	22	2	0
School Calendar	9	11	4
School creed	1	20	1
Table of contents	24	0	0
Use of the homeroom period	0	5	19

Early Procedures with the Student Body

Presenting the concept of a pupils' handbook.-- The six counselors, who are the teachers of group guidance, agreed to present the idea of a pupils' handbook to the student body. This seemed the most favorable procedure for the reasons below:

(1) the six counselors together meet the entire student body in the period of a week

(2) the counselors are skilled in presenting problems for discussion

(3) the group guidance period is the logical and most favorable place to discuss the problem of what would help pupils

best to make a good adjustment to school life.

The counselors asked the coordinator (who is one of the six counselors) to give them an outline or plan to guide them. A copy of the guide sheet sent to them follows.

SUGGESTED PRESENTATION OF THE PUPILS' HANDBOOK

I. INTRODUCTION

Today we are going to discuss something that has never been discussed before by any of the group conference classes in South Junior High School--something absolutely new and different for your consideration. You are going to have an opportunity to examine little books called handbooks which many schools give to their pupils.

Is there anyone in the room who knows what a handbook is? (Let such a pupil tell what he knows. If no one knows what a pupils' handbook is like, tell the class.)

Perhaps you feel that you know this school pretty well. Do you really know it, though?

For example,

When does the lavatory period come on a seven-period day?
If you are late to any teacher's class, what are you obliged to do?
How many different sports are open to girls of the school during a school year?
Who is eligible to work as an assistant to Miss Vining?
For what reasons may a pupil be suspended from school?
When are you "out-of-bounds" at recess time?

A good handbook would have all this information and much more besides. You could refer to it at any time that you had forgotten a school regulation or needed information quickly concerning how to handle some situation.

Would you like to see some sample handbooks?

II. EXAMINATION OF HANDBOOKS

(Circulate books for examination.)

Here are some copies of school handbooks gathered from many cities. Some are old copies, while a few are more recent. Perhaps you would get a clearer idea of what a pupils' handbook is like if I distribute these and let you look at them for a few minutes.

The TABLE OF CONTENTS would give you an idea of the sort of information these books give the pupils.

(Let the pupils exchange books with each other so that they see several books.)

(Encourage the pupils to tell what they like about some handbooks more than about some others. You might say, "If you find some feature of a book which appeals to you very much, tell us about it.")

III. DISCUSSION OF A HANDBOOK FOR SOUTH JUNIOR HIGH SCHOOL

Mr. Silva and the teachers want to know if you think such a book for South Junior would be useful to you.
Do you think it would? Why do you think so?

(I should be very much interested in these responses. Could the SECRETARY of the class record them in note form for me?)

If such a book is made for our pupils, it will be necessary to ask you for help in gathering the material - the information about many of the items. How many of you are willing to help? It would be a real service to your school.

How many of you WANT such a handbook for the pupils of our school?
(Please note how general the approval is.)

Reactions of pupils as expressed to counselors in discussion of a handbook for South.-- Three eighth-grade classes, representing eighty-nine pupils, sent in the following data in answer to the six questions given in the introduction.

28 pupils or 32.6 per cent did not know when the ten-minute lavatory period comes on a seven-period day.
29 pupils or 31.5 per cent did not know who is eligible to assist the librarian.
37 pupils or 41.6 per cent did not know for what reasons a pupil may be suspended from school.

In reporting on the question, "Do you think a handbook for South would be useful and why?", some pupils made the following statements:

"I think it would be very useful to have a students' manual, for when a pupil enters a new school, he is like a child with a strange toy. Like the toy, the school has a system that makes it work. A child with a new toy would need someone to guide him. A new school pupil would have an instructor in the manual itself. He could soon learn the rules that make the system work."

"I think a handbook for South would be useful to both teacher and pupils. To teachers, because they would not have to spend so much time explaining all the rules and answering questions. They could just say, "Look in the handbook." To new pupils, for the teachers could give all new pupils a period to look over the rules in the handbook and ask questions if they needed to. Then, after this, the pupils could look in the handbook."

"A handbook could be easily carried around and referred to."

"I know a handbook would help pupils who are new to South. Fewer rules would be broken and no new pupil could use the excuse, 'I didn't know there was such a rule'. It would also be an introduction to South and would help newcomers to feel more at home."

"It would save a lot of time for the group conference teachers who make so many sheets of mimeographed material for us seventh-grade pupils."

"We'd learn our way around the building much faster."

"It would help us to answer questions our parents and friends ask us about South."

"Such a book aids in self-reliance."

"They are good souvenirs."

"A handbook lets the pupils know about the activities and how to get into them."

"Information about the school and the rules can be remembered better if in print."

"A handbook is always on hand for easy reference."

"Saves time in group conference."

"It would be a big help to students entering school in the middle of the year."

"Handbooks are much more valuable than funny books. We could pay ten cents for a handbook and help to pay for the printing."

In reporting on how general the approval seemed to be, most of the classes voted 100 per cent endorsement. No comments were offered by those classes which did not show 100 per cent approval of the project, so the coordinator does not know why these few pupils were not in favor.

In reporting on "some feature of a book which appeals to you very much", the following comments were offered:

"I like the information about 'awards and honors'. It makes you feel like you'd like to earn one; if you know about them early enough, you can work for one."

"The mottoes at the bottom of each page are a cheerful way to remind you what is right to do."

"The 'history of our school' would help us to feel proud of it."

"If a boy who has no friends reads about chances in athletics, he may want to get on a team and make more friends."

"The 'constitution of the school' lets the pupils know what the school stands for."

"The name of the owner, in case you lose your book."

"A list of appointments could be kept on the blank pages."

"The school song and cheers would be available to everyone at games or in assemblies."

"I like the small printed book better than the large mimeographed ones. They are handier to carry around and the pages don't rip so easily."

<u>Items which pupils thought ought to be included.</u>-- The counselors

again agreed to initiate a discussion to discover what items pupils felt were necessary in a useful handbook. Again the counselors asked for a guide sheet. The coordinator distributed the following suggestions to them.

WHAT SHALL GO INTO THE PUPILS' HANDBOOK?
(Suggested procedure for the Counselors to follow in discussing this question)

I. Introduction:

Sometime ago you and all the other pupils of SOUTH had an opportunity to examine some handbooks used by other junior and senior high schools. You seemed favorably impressed and said that you hoped South could have such a book. Other counselors also reported that their classes approved the idea overwhelmingly.

That gives us the "green light" to go ahead--because YOU WANT a handbook and feel that it would help you, the work which is necessary to produce such a book will be begun. YOU will have a BIG share in the making of the book.

Near the close of the last discussion about the handbook, you were asked "How many of you are willing to help in the necessary work of making a handbook?" Your response to that question showed a good number of hands. That pleased Mr. Silva and the teachers and the counselors because it means that the handbook will then be YOUR creation--something you can point to with pride. There will be some parts of the book that can best be done by individuals competing against each other. For example, the cover design. There are other jobs to be done which can best be done by small committees. Some other tasks can best be done by whole classes working together.

One of the very first jobs to be done is to decide what kinds of information should go into the book if it is to be really useful to all pupils. This job can best be done by putting all our heads together and doing some group thinking.

II. Deciding on the items.

You, better than anyone else perhaps, know what ought to go into a pupils' handbook if it is to be truly useful. Why?

If this handbook is to be useful all the while you are here, then it ought to contain many kinds of information; some kinds you need when you first arrive; some kinds you need a little later; some kinds you may not need until you are in the ninth grade. Some

kinds of information are needed by all students; some kinds by only certain groups, like members of the glee club or library staff.

Will you think for a few minutes about these three questions which I have written on the board? Try to recall your past experiences here at South, for your experiences may help us to know what you found to be important information to tell pupils entering this school. (Read the three questions aloud to the class.)

1. What kinds of information did you have about South before you came that helped you to feel at home and get adjusted?
2. What kinds of information did you wish you had EARLIER than you actually received?
3. What kinds of information have you needed most frequently while here in order:
    a. to avoid getting into trouble?
    b. to meet your obligations
    c. to get the most out of the opportunities offered for a full school life?

(Pass out paper and ask pupils to jot down all items which they feel ought to be included in the handbook, using these questions as a guide. After five or ten minutes, choose four pupils to be recorders at the blackboard. Call on one pupil to read ALL of his items slowly. The first recorder writes the first item he reads, the second recorder writes the second, the third recorder writes the third, the fourth recorder writes the fourth item, then the first recorder is ready to write the fifth item. In this way the lists of items can be quickly transferred to the blackboard for the whole class to study. Pupils at their seats must cross off their lists the items contributed by some other pupil. When called on to read his list, he then reads only those items which are not crossed out. This eliminates repetition.)

It is important that pupils defend the items they list.

III. <u>Organization of Items under Headings</u>

(When the individual lists are exhausted, suggest need for organization)

Here we have a great many items which you feel ought to be in the handbook. Would you want the explanatory information about these items written up just as you have listed them here? Why or why not?

Can you suggest some way to organize all these various items? (Take down suggested headings and have the class indicate which items should be grouped under each heading. Choose as

many recorders (this time to write at their desks) as the class decides to have headings. As the proper placement is chosen for each item, the recorder enters it on the proper list. A checker at the blackboard crosses out each item as its position is decided.)

The individual items and the headings under which the classes grouped them were so similar to the contents of other school handbooks that it seems unnecessary to give a tabulation of them in this paper. There was no discrepancy between the items which the teachers felt to be necessary and those which the pupils felt ought to be included.

Deciding on How to Gather the Content

Consideration by the faculty.--In order to reach every member of the faculty, it was necessary at this time to use a bulletin and questionnaire. The following form was sent to every member of the staff.

HOW TO GATHER THE CONTENT OF A PUPILS' HANDBOOK

There are two procedures which merit approval if the project is a pupil enterprise and the spirit of the school is a democratic one.

Procedure One:

Groups of volunteer committees, each with an elected editor, working under the direction of one faculty advisor or coordinator; the committee would be responsible for writing all the material going into the handbook.

In this case the following steps would probably be taken:

a. a general announcement to the school that the project is ready to be launched, that the work is to be entirely voluntary, and is to be open to all students who are interested.
b. a meeting of all who are interested at which they are oriented to the project, given lists of necessary committees, told

the requirements for membership on the various committees, asked to consider this information and be ready at the next meeting to signify their first three choices of committees.

c. a second meeting for signing up for choice of committee.

d. assigning volunteer workers by the faculty advisor or coordinator to committees and posting the final list of committees.

e. meetings of separate committees and election of an editor for each.

f. lay-out of work by editor and faculty advisor.

g. assigning of tasks by editors to committee members.

h. writing of handbook material with daily contacts by editors of committee members.

i. gathering-in of material on dead-line date (or before, if ready)

j. checking and editing of all material by editors and faculty advisor.

Advantages:

(1) only those who are really interested and enthusiastic are working on the handbook

(2) the project is as nearly as possible a pupil enterprise

(3) the work is concentrated in the hands of a group which is easily supervised by the coordinator.

Disadvantages:

(1) only a small percentage of the student body is contributing to a very worthwhile project which will eventually help every individual pupil and faculty member.

(2) obviously several of the items which ought to be included in a pupils' handbook should be written by members of the staff and not by pupils.

(3) a terrific burden falls on the faculty-advisor to check and edit all of the material submitted.

Procedure Two:

A partitioning of the work among principal, teachers, counselors, classes, and individual pupils, each group

being responsible for certain portions of the handbook material.

In this case the following steps would probably be taken:

a. faculty meeting to decide what material can best be handled by each group, and how the material can best be gathered from the different sources.
b. announcement to the school that the project is ready to be launched; that everyone is to have a share in making the handbook; that an editorial staff is to be elected by having each homeroom vote for the pupil best qualified for editorship.
c. a bulletin sent to each homeroom showing what portions of the material the pupils are to contribute (1) as classes competing, (2) as individuals competing; how this will be engineered.
d. election of class editors
e. meeting of editors with advisor to lay out work and set dead-lines
f. contests by history classes, English classes, etc, clubs, organizations, for best written material
g. gathering in of material on given date.
h. judging of best class material and individual material
i. announcement of winning contributions and recognition before the school assembly.
j. checking and editing of all material submitted by editors and faculty advisor.

Advantages:

(1) a larger percentage of the student body is working on the project
(2) the handbook will mean more to the pupils because they will all feel that they have had a hand in it
(3) it will foster school spirit because it is a cooperative venture requiring teamwork
(4) the load of the faculty-advisor is much lighter

Disadvantages:

(1) some teachers and some pupils may feel that they are being forced to work on the project

(2) responsibility for the handbook material is so scattered that the faculty-advisor and editorial staff may have difficulty in getting the work done on time and in the best manner.

- PLEASE TEAR OFF AND FILL IN. SEND TO ROOM 10. THANK YOU.

BALLOT

I favor Procedure One because.....

.....

.....

Signed.....

I favor Procedure Two because.....

.....

.....

Signed.....

The ballots were called in at the end of a week's time if they had not been sent to the coordinator by that time. The following results were found on counting the ballots:

twelve votes approved Procedure One
sixteen votes approved Procedure Two

Some of the comments follow. The fullest reply stated:

"I do <u>not</u> favor Procedure One because the amount of work involved for the coordinator horrifies me. I followed a similar plan for making Junior Red Cross albums and was absolutely deluged with work. I <u>do</u> favor Procedure Two because it seems to allow for fuller cooperation in preparation of the handbook and would appear to be more efficient in delegating responsibility. It might be possible that some

teachers would feel they are being imposed on, but I'm sure the number would be small. I would welcome the motivation and real-life situation which the activity would contribute to my English classes."

Other replies favoring Procedure Two said:

"I favor Procedure Two because many interested pupils are already busy with athletics, library staff, club work, and the like. Doing part of the handbook in class will give those pupils an opportunity to participate in the handbook."

"Although I believe a better piece of work would be done under plan one, I prefer plan two which allows greater participation by the whole."

"It is worth while for the whole school to work on the project together. If divided among all the teachers and homerooms no one group ought to feel overburdened. As an English teacher, I would welcome practical topics for written expression. The handbook will be fine motivation for composition."

"I favor Procedure Two because it makes use of both teachers and pupils where each can best serve."

Some of the replies favoring Procedure One said:

"I feel that seventh grade pupils are too immature to do justice to this worthwhile undertaking. Democracy is wonderful, but too large a group working on a project never attain the complete objective."

"I think you will get better work done if it is done by volunteers. Usually only those who will turn in good material will volunteer their services. Compulsory work is not so well done."

"A more satisfactory and efficient piece of work will result. If the completed book is to be of superior quality, workers as well as material must be screened. A compromise might be carried out by adopting procedure one with the amendment that members of the faculty be chosen to write or edit the writing of certain items considered impractical for pupil accomplishment."

A teacher of eighth grade Civics reported verbally that it was "impossible to spare any class time for work on the

> handbook. There is an appalling ignorance of civic government in our district, and I need every minute to teach the pupils what they need to know about their own city government. These projects and contests take a lot of time."

Since approval of procedure two did not show an overwhelming majority, the writer felt that a fusion of the two procedures should be attempted.

Reporting to faculty the results of balloting for a procedure for gathering the content.-- At a subsequent teachers' meeting, the coordinator reported the result of the balloting for the two suggested procedures. After some discussion of possible next steps, it was decided that the coordinator should draw up a suggestive list of assignments. This list would include all the items which were to go into the handbook and would attempt to place responsibility for them in the hands of those classes or organizations or individuals who could treat them best. The counselors agreed to help the coordinator in making the distribution of assignments.

At this meeting the teachers of English were asked to make up a list of pupils who were interested in serving as editors of the handbook. It was suggested that their lists should include only those who were (1) most able to judge written material and to write material themselves, and (2) genuinely interested in serving as an editor.

Drawing up the assignment list.-- The coordinator and the head counselor drew up the following distribution of assignments for gathering the content of the handbook. It was mimeographed and distributed to all

teachers and staff members for their consideration. They were asked to be ready to suggest changes if they so desired at the next teachers' meeting a week later.

POSSIBLE ASSIGNMENTS FOR HANDBOOK MATERIAL

SUGGESTIONS: (for writing the material)

1. All material should be written with the pupil in mind, especially the new pupil. The wording should be simple and concise. The information should not bear any resemblance to the material in the Teachers' Guide in tone or style, even though some of the same information is to be presented.
2. Wherever material is assigned to classes (or clubs or groups): Use any procedure the classroom teacher and the class together decide to follow in gathering the information and in writing it up.
3. Wherever material is assigned to teachers or counselors: If you wish to choose a pupil assistant, help him to gather the material, direct him in writing it up, check it for accuracy of information and edit it for composition, it would give some pupil an excellent experience in reporting.
4. Wherever the assignment is open to all students: Encourage those with ability to submit one or more contributions to the judges.

ASSIGNMENTS:

ENGLISH CLASSES:
- Grade 7------School Spirit at South
- Grade 8------Cooperation between Home and School
- Grade 8------Cooperation between School and Community
- Grade 9------Good manners for All

HISTORY CLASSES
- Grade 7------The History of South
- Grade 7------Customs and Traditions at South

CIVICS CLASSES
- Grade 8------School Citizenship

GROUP CONFERENCE CLASSES
- Grade 7------Good Work Habits
- Grade 7------How to be Successful in School Living

Grade 8------Good Sportsmanship
Grade 9------How to Make Good Use of Study Periods

THE PRESIDENTS' CLUB
Homeroom Organization
Qualifications for Class Officers
Duties and Responsibilities of Class Officers
The Presidents' Club

MUSICAL CLUBS
The Orchestra
The Glee Club

THE LIBRARY STAFF
The Use of the Library
Library Helpers

JUNIOR RED CROSS
The Junior Red Cross Council

THE ENTIRE STUDENT BODY (on a competitive basis)
A School Creed or Pledge
A School Song (not about winning athletic contests)
A School Motto
A Cover Design for the Handbook
Pen and Ink Sketches (for the items which lend themselves to such treatment)

JUDGES:
Miss Smith
Miss Sternberg
Miss Keaveny
Mr. Steele

Miss O'Brien and Miss Wood:
The Use of the Nurse's Room (accidents, illness, etc.)

Mr. Steele, Mr. Sterling:
Physical Education for Boys
Athletics at South
Awards
The Boys' Club

Miss Pratt:
Physical Education for Girls
Athletics at South (for Girls)

COUNSELORS:
The Counseling Service

ASSIGNMENTS (cont.)

The Use of the Counselors' Room
The Marking System
    Report Cards
    Honor Roll
Mid-term Reports
Six-Year record cards
Promotion Requirements
Home-study Requirements
Pupil-helpers:
    In the Office
    In the Cafeteria
Special Traffic Officers at Lunch Time
Parties

EDITORS:
Daily Notices
Care of Lockers
Care of Bicycles
Lost and Found Articles
Rules and Regulations
    Absence
    Tardiness
    Dismissal
    Corridor Passing
    Detention
    Fire Drill
    Use of Lavatories
    Entering and Leaving Classrooms
    Ten-minute Lavatory Period
    Before 8:30 A. M.
    After 2:30 P. M.
    Reporting to teachers at 2:30
    Make-up Work
    Boundaries
    Games in Gymnasium
    Lunch at Home
    Use of Cafeteria
    After lunch
    Detention
Trade Department at Quincy High School

Mr. Silva and Miss Pehrson:
Foreword
List of Faculty Members and Staff
Use of Principal's Office

ASSIGNMENTS (cont.)

Bell Schedules
Locker Assignments
Auditorium Seating Arrangement
Rules Regarding Truancy, Suspension, and Smoking
Floor Plans
Bus Tickets
Change of Address
Telephone Calls
School Calendar
No School Signals
School Song and Cheers
Visitors (other than Parents)
Program of Studies for
    Grade 7
    Grade 8
    Grade 9

Discussion of assignment list.-- At the meeting which followed distribution of the suggestive assignments of handbook topics, only one change was made before voting approval. The two items assigned to the seventh grade history classes were assigned to grade nine English classes. It was felt that seventh grade pupils were not well enough acquainted with the school and its traditions to tell others about them.

A tentative dead-line date for all assignments was then set.

Decisions made regarding the launching of the project.-- Permission was asked by the coordinator to arrange immediately for three assemblies, one for each grade, to announce the launching of the project to the student body. Permission was also asked to arrange a meeting between the coordinator and the pupils who had been suggested as good material for the editorial staff, so that they could be officially recognized as the editors of the handbook and be told what their duties and responsibilities were to be. Both permissions were granted.

SOUTH HANDBOOK NEWS

"I'm working on a new song for South. Why don't you try, too?"

CAN WE COUNT ON YOU?

At last work is actually underway in the writing of our own school handbook. All of you will have an opportunity to write on topics assigned to various classes.

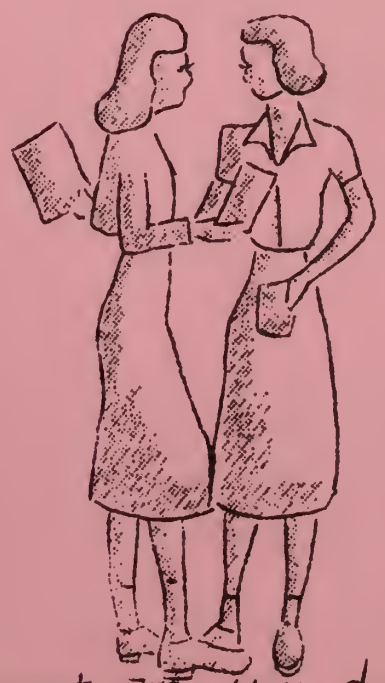
ANNOUNCING - - A CONTEST

The entire student body is invited to participate in a competition to produce a new song for South and also a school creed or pledge and a school motto. Why don't YOU try? Briefly, the following are needed:

- A SchoolCreed or Pledge
- A SchoolSong (not about winning athletic contests)
- A School Motto
- A Cover Design for the Handbook
- Thumb-nail sketches for the headings and margins of items which lend themselves to illustration.

Submit your efforts to one of the four judges:

Miss Smith
Miss Sternberg
Miss Keaveny
Mr. Steele



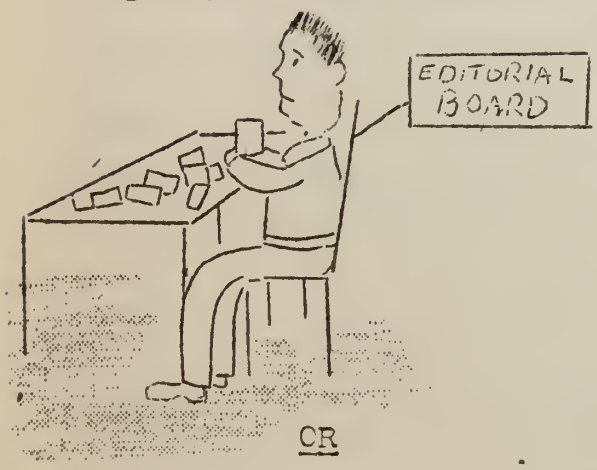
"What are you doing for our handbook?"

WATCH THE HANDBOOK BULLETIN BOARD IN THE LIBRARY FOR NOTICES ABOUT OUR HANDBOOK.

SOUTH HANDBOOK NEWS

DO WE WANT TO SUPPORT OUR SCHOOL

LIKE THIS ?



OR

LIKE THIS ?

J.W. 9-1

WELL, LET'S PITCH IN

. . . . . .

REMEMBER! WATCH THE BULLETIN BOARD IN THE LOWER CORRIDOR. IT CONTAINS FURTHER INFORMATION ON THE CONTESTS.

H E Y ! Y O U !

South Junior is calling its guys
and its gals.
A new handbook is needed by all
of its pals!
We'll work and we'll strive (for
the best you can bet),
Then our handbook will be each
student's pet.
Get going! Get thinking! We beg
and we pray.
O.K., you're excused; we've
finished our say,
But South Junior is calling right
now - today.

Y O U! Y O U ! Y O U !

D.F. 9-5

. . . . . .

STOP! LOOK! DON'T TURN AWAY.
We need a school creed right away.
YOU can write one;
You don't need to be bright;
YOU can write one - one that's
right.
Don't turn away!
Do your best.
Until you finish, don't you rest.

C.F. 9-5

. . . . . .

South Junior High School has no creed or pledge and we need one. WHAT IS A CREED OR PLEDGE? It is a promise or agreement by which one binds oneself to do something; it is a promise. A creed is also a summary of our opinions or principles which we follow.

You are familiar with the American's Creed. A sheet with samples of others is being sent.

Summary

This chapter has presented all of the procedures which were followed to orient the faculty and students to the problem of developing a school handbook. Such procedures were based on the following principles; that the project, from its inception, should be a democratic undertaking, involving the combined efforts of faculty, staff, and students; that the handbook belongs to the school as a whole and should be prepared by groups representing the entire school family; that all groups should take part in the planning as well as in the execution of the project.

CHAPTER III.

LAUNCHING THE PROJECT

A Series of Assemblies

The total enrollment of South Junior High School was 598. It seemed best to launch the handbook project by having each grade meet as a unit. The presentation to each group was modified slightly because of differences in age, length of school life at South, interests, and attitudes.

The ninth grade assembly.-- All ninth grade classes reported to the auditorium during a common study period. In this way no classroom instruction was disrupted. The principal of the school welcomed the pupils and told them briefly why they had been called together. He then introduced the coordinator.

The coordinator spoke to the assembly somewhat in this manner:

> Here in Quincy we are familiar with the ceremonies which are customary when a ship is launched at Fore River. Great crowds gather, bands play, flags are waved, speeches are made. Finally, the ship is given a name, struck with a bottle of champagne, and it slides down the ways. Many people do not realize that the ship is far from completed. Only the hull or skeleton is finished. Other workers "take over" the job of making the ship a "ship".
>
> You are here to take part in the launching of the Pupils' Handbook for South. As in the case of a ship, only the skeleton or framework has been completed. Mr. Silva and the teachers have been working on it, as you know, for several weeks. We are now ready to turn the project over to you.
>
> Many weeks ago you expressed your interest in the project to your counselors as classes and as individuals. You voted approval and pledged your support. Recently you suggested the kinds of information which you considered necessary if the handbook is to be really useful.

The handbook will mean a lot more to you if you create it yourselves. Therefore the whole school is going to be invited and encouraged to contribute the contents of the book as a service to the school. No one person or group, no one committee or club, no one grade or class will write the book. Everyone can help. When the book is completed, you will have a right to feel pride in it as something which you have created by working together.

Certain items which you decided ought to be in a school handbook for South could be the cooperative effort of a whole class. For example, English classes could write a clear concise statement of the concept of Good School Spirit at South, since the English class is the place where you learn to take an idea and develop it into a paragraph which will reveal its implications. Other information can best be written by clubs or other organized groups. For example, the glee club will want to be responsible for deciding just what information is necessary for a new pupil who may want to participate in that activity.

A distribution of all items has been drawn up in the form of assignments to various individuals, classes, clubs, and other groups. Here is a copy. Your homeroom teacher has a copy which is to be posted in your room today. You will notice that there are assignments for English classes, Civics classes, Group Conference classes, the Presidents' Clubs, the Library staff, the Junior Red Cross Council, and the Music clubs. In addition, you will notice that there are five opportunities for you to use your own talents and initiative as individuals by submitting to a committee of judges one or more of the following items on a competitive basis:

a school creed or pledge
a school song
a school motto
a cover design
sketches to liven up the content or accompany the headings of the main divisions of the book

The judges who will select the best from these contributions are named on the assignment sheet.

Any publishing house has a board of editors whose business it is to write manuscript, to judge manuscript, and to edit manuscript. These editors, therefore, have to be able themselves to write well. They have to know and recognize what is well-written. They have to be able to make good writing better.

If we are to publish a pupils' handbook, we need a board of

editors. This editorial board will have two major tasks: namely, (1) to write the information for the twenty-five items which are assigned to them, and (2) to read and edit all other material submitted for the handbook. It will be a job requiring a lot of outside-of-school time. Such a task calls for special ability and for genuine interest in the project. Therefore the English teachers of each grade were asked to submit names of such pupils. Wherever possible two pupils have been chosen from each class. They will be called together by grades very soon to be officially recognized as the editorial staff of the handbook and to choose assignments which they prefer to work on. If these editors serve faithfully and well until the completion of the project, a record of such service will be made on their office cumulative record card.

There is another group of workers who are usually a part of any undertaking which requires the cooperative efforts of many people. They are those persons who plan and direct a campaign to keep everyone interested and working until the drive "goes over the top". We need just such a group to keep us posted on the progress of this handbook project. We might call it the Publicity Committee. The members of this committee need to be pupils who are themselves enthusiastic about the success of the proposed handbook. They need to have some of the qualities of a good salesman. Some of them should have artistic talent in order to plan and make posters and exhibits. A portable bulletin board will be placed at their disposal so that they can inform the whole student body of the "state of the book". If you are eager to serve in this capacity, send your name to room 27 today.

With all of these opportunities to help, with all of the interest and enthusiasm which you have already shown, with all of the good wishes of people who are watching this project, our success is assured. Here's to the best handbook any school ever made.

The principal gave the pupils an opportunity to ask the coordinator questions. One pupil asked, "When does this material have to be in?" The group was informed that the faculty had agreed that material to be written by classes would be ready in five weeks. The coordinator urged the pupils to have in their individual club and group contributions before that date if possible, in order to reduce the amount of material for the editors to handle at the dead-line date.

The eighth and seventh grade assemblies.-- The other two assemblies followed the first one on the same day. The coordinator was unable to observe any appreciable difference in enthusiasm among the three groups. All were eager to start.

Organizing the Editorial Staff

Deciding on the membership.-- The names of eighty pupils were sent to the coordinator by the English teachers for consideration as editors for the handbook. Thirty-five of these pupils were in the ninth grade, twenty-seven of them were in the eighth grade, and eighteen were in the seventh grade. At first it seemed as if these should be screened until only one representative from each homeroom class remained. On further thought, however, it was decided to accept the services of as large a number as possible from each grade in order to capitalize the unusual interest and ability of this cross-section of the student body. On their shoulders would fall the bulk of the work. If they were willing to do it, then they should be encouraged.

Selection was made on the basis of their past record in English, their initiative, their cooperative spirit, and their availability for work after the close of the school session. Fifty pupils were finally chosen from the original list of eighty names. The distribution was, in most cases, two representatives from each homeroom class. This resulted in nineteen editors from grade nine, seventeen from grade eight, and fourteen from grade seven.

Organizing for work.-- They were called together in three separate

groups for their first meeting. At this meeting, the coordinator explained the organization of the editorial staff and outlined its responsibilities: to write material, to edit material, to organize and classify material. Their immediate task was to write the information for the twenty-five items which had been assigned to the editorial staff.

Several decisions were made. They chose to work in pairs. Each pair chose one item and agreed to have the write-up ready to submit to the whole group for approval or correction at the next meeting the following week.

They stressed the need:

for accuracy of statement
for using positive statements as a basis for right action
for using language that could be understood by the youngest pupils in the school
for brevity
for injecting some humor into their writing and editing

Preparing their own assignments.-- Thereafter each of the three groups of editors met once a week for one hour for a period of four weeks. Each bit of writing was read aloud to the group, checked for accuracy of statement, and amended by them until the whole group was satisfied that the writing was free from fault. The items as corrected were then copied on paper of uniform size and filed.

The completion of these twenty-five assignments in writing and editing coincided with the dead-line that had been set for all other assignments to groups, classes, clubs, individuals, and other organizations.

Organizing the Publicity Committee

The personnel of the publicity committee.-- Membership on the publicity committee was open to all pupils who were interested. It was hoped that some volunteers would have artistic talent so that posters could be made and displayed throughout the entire period of developing the handbook. It was hoped that some volunteers would have executive ability and be able to inaugurate ideas of how to promote school-wide interest in the project. Twenty pupils signified a desire to enlist their services. Sixteen of these were ninth grade pupils, three were from the eighth grade, and one was a seventh grade pupil.

Organization of the committee.-- A meeting was called for all pupils of the school who were interested in membership on the publicity committee soon after the handbook project was launched at the three grade assemblies. At this meeting the volunteers were declared members of the newly-formed Publicity Committee. They met with a member of the faculty who had agreed to supervise their activities. The faculty advisor reported that the members of the committee cooperated so well that subsequent meetings were not necessary. Groups came to her frequently to ask for suggestions and for materials. At other times groups were called in for special assignments.

Planning procedures.-- At their first meeting, the publicity committee discussed ways of publicizing the handbook project. The following ways were suggested:

1. a large bulletin board, to be placed in a well-traveled spot and to carry signs, posters, and notices

2. corridor posters
3. "pep talks" to homerooms
4. a rally in the assembly hall

The members were encouraged to think of other possibilities before the next meeting.

Immediate steps were taken to launch a campaign for a new school song and a pledge and a school motto. Two girls volunteered to arrange the bulletin board displays. Three girls agreed to draw up a mimeographed bulletin to be given to every pupil in the school the following week. Three boys agreed to plan the second mimeographed bulletin. All members agreed to make posters or signs for the bulletin board and corridors.

Devices, materials, and exhibits.-- The publicity committee, although small, was the most enthusiastic group that a sponsor could hope for. They made the most of their opportunities to keep the handbook before the pupils. Included among the procedures utilized were the following:

(1) Daily Notices.-- The issue of daily notices from the school office is a mimeographed sheet which is distributed to each homeroom and classroom teacher during the second period of the day. It carries the names of absentees and notices to pupils and teachers. Each teacher reads aloud to the class in the room all notices which refer to pupil activities. Thus every pupil in the school can be reached through this device.

Some of the announcements which the publicity committee made via the "Daily Notices" were:

"Do you intend to join the Publicity Committee for the school handbook? See Miss F..... in room 27 today."

"Be sure to see the special bulletin board display which the Publicity Committee has placed in the first floor corridor near the office door."

"Are you trying to write a new school song? a school creed or pledge? a school motto? Remember, we also need an attractive cover design and pen-and-ink sketches for the handbook. See the bulletin board near the office for hints!"

"Who is writing a new South song? Have you seen the songs of other junior and senior high schools posted on the special handbook bulletin board by the office?"

"The dead-line-APRIL FIRST- for all contributions for the handbook is drawing near. Have <u>you</u> tried to write a school song-a school pledge- a school motto? Are you planning an attractive cover for the handbook?"

"Are you ready for APRIL FIRST? We don't mean April Fool either! Friday is your last opportunity to submit your entry for a :

school song
school motto
school pledge
cover design

(2) South Handbook News.-- The publicity committee planned to issue a publication periodically under the name "SOUTH HANDBOOK NEWS". This was a single mimeographed sheet of coloured paper carrying announcements, original sketches and cartoons, and information which would keep everyone posted on the progress being made. Enough copies were made so that every pupil in the school received a copy. Copies of some of the "NEWS" follow:

(3) Bulletin Board.-- A bulletin board reserved for news of the handbook was set up in the lower corridor near the main office. This area was the most well-traveled spot in the entire building, so it was felt to be the most advantageous for publicity purposes.

The early displays were all pointed toward the contest for a new school song or motto or pledge or creed. A new display was arranged each week for four weeks. Many of the posters were done on colored paper. If not, colors were used in the printing or in the sketches. All of the posters were made by the members of the publicity committee on their outside-of-school time. Many hours of free time were given cheerfully to this purpose. Forty different posters were made by the members of this committee during this six weeks' period.

(4) A Rally in the Auditorium.-- There was great enthusiasm on the part of the committee for a rally about midway between the launching of the handbook project and the dead-line date for the contributions. The rally had a two-fold purpose:

1. to introduce to the whole school the entire Editorial Staff and the Publicity Committee
2. to stir up more interest in writing a new school song

The program which was finally arranged follows:

Program for Rally

Introduction of the Editorial Staff

Introduction of the Publicity Committee

Hints on How to Write a Song

Some School Songs

a. sung by a double quartet of ninth grade pupils

b. sung by some seventh grade boys

c. sung by the entire school

Finale: Cheers, written by the school cheer leaders

The boy who acted as Chairman was given help in planning his remarks, but was urged to be as spontaneous as possible and "ad lib" whenever he wanted to do so. The following paragraphs contain most of what he said:

> "Fellow students, I should like to introduce to you the members of the Handbook Editorial Staff. They are fifty in number and are sitting on your left. There are nineteen editors representing grade nine, seventeen representing grade eight, fourteen representing grade seven. They were selected from a list of eighty, who were suggested by the English teachers. Selection was made on a basis of their past record in English, their initiative, their cooperative spirit, their faithfulness to a task, and their availability for work as editors after school.
>
> "Twenty-five items were assigned to them, you remember, as their first responsibility. To date, eighteen of those items have been written, edited, amended, and approved by the staff. Therefore, they will finish their assignments well before the dead-line date of April first. How about giving them a "hand"?

"The members of the Publicity Committee are on your right. They number only twenty, but don't be deceived! They make up in enthusiasm, in energy, and in willingness to work for any lack of numbers. Haven't they proved it by the interesting bulletin board displays and the circulars they have drawn up and distributed? Won't you give them a big hand, too?"

"It is rather surprising that only twenty of the nearly six hundred pupils in this school volunteered to serve on this committee. I think you should know that nine of them are also serving on the Editorial Staff. How's that for loyalty and cooperation? They are: (here he read their names to the school). Let's give them a special round of applause!

"It isn't too late for YOU to volunteer your services to Miss F------, if you are interested in helping out the publicity committee.

(Six more pupils joined the committee after this rally.)

"Our main purpose for coming together today is to inject some "pep" and vigor into the campaign for a new school song. Here are some hints which may get you going:

"There are several types of songs used by schools. There is usually a song suitable for athletic contests sung to raise the spirits of the team as it marches onto the field or goes into play. Such a song we have- and it is a GOOD one. Let's sing it now!

(The school sang our only school song.)

"Most schools have other types of songs. Some are humorous; others are serious. The serious ones are usually inspirational, and are sung on "class day", or at graduation, or whenever the students want to emphasize the deep feelings of loyalty and pride which they feel for their school.

"A quartet will now sing such a song. Listen to the words to see if you think the singing of such a song by the whole school would help to develop and unify school spirit.

(Singing by the double quartet.)

"A group of seventh grade boys will sing the song of a junior high school in a nearby town. It is also of the inspirational type.

(Singing by the fifteen boys.)

"Now that you have listened to these students sing these selections, let's all try one. Have all of you one of the song sheets distributed last period? The songs on that sheet are real school songs belonging to real schools. The first one is sung to the tune of "Finlandia". Miss G_____ will play this well-known tune first. Then we'll make believe we are students at Hillyer and sing the way we think their students sing this song. Listen to the song now.

(Singing by the whole school.)

"The rest of the songs on this sheet are models for you to follow but not to copy, of course. We hope they will be of help when you try to write a song for South today. YES! TODAY!

"Haven't you feelings of loyalty and pride for South, equal to that of the boys and girls in other schools?

"Can't you get someone to help you to express them in the form of a poem that can be set to music that is familiar to us?

"With nearly 600 pupils in this school, the judges ought to be swamped with contributions; in fact, they should have been "snowed under" by this time. How about it? Have you done the best that you CAN do?

"Let's pitch in and get a new school song we'll love to sing. Then we'll be able to make these rafters ring!

"Now, fellow students, you know that when we want to put spirit into any of our school games, we always look to the cheerleaders to help us back up our team and to put excitement into the contest.

"We ask them now to bring this rally to a close with a few cheers.

"Get ready! Up in your seats!"

The cheer leaders skipped down the main aisle of the floor and up onto the stage. They were very attractive in their colorful costumes. The leader explained that they were going to demonstrate the three new cheers which they had composed for the rally and would then lead the entire school in giving the cheers. Copies of the cheers had previously been distributed to the entire school.

The leaders were not satisfied with anything less than the most enthusiastic cheering and insisted that each cheer be repeated by the students until sufficient volume was obtained!

The three cheers which the cheer leaders composed for the rally follow:

WRITE A SONG

South Junior High lacks a song
Make it either short or long.
Do-ra-me-fa-sol-la-ti-do
Red and black our colors true,
Come on, kids; it's up to you!

WATCH THE DEAD-LINE

A handbook is fun, but lots of work,
Come on, kids, let's not shirk,
Make up a song lickity split.
Boys and girls, do your bit,
April first of 'forty-nine,
Don't forget, is our dead-line!

LET'S GET GOING

Step on the starter; crank up the lizzy,
Come on, kids, let's get busy.
Who for--What for--
What are we getting busy for?
The school song--the school song--the school song.
HOW ABOUT YOU?

A very effective exit to the wings of the stage by the leaders closed the rally.

Summary and Evaluation

This chapter has presented all of the procedures which were followed in launching the project-developing a handbook- as a pupil enterprise. Every step was taken with the purposes in mind of (1) enlisting the aid of the students as groups and as individuals, and of (2) holding the active interest of everyone in the school until the dead-line date was reached.

The Editorial Staff and the Publicity Committee began weeks of intensive work, all of which was done during their after-school time. The editors had some valuable training in writing and re-writing copy, which helped to prepare them for their major job which would face them when the written assignments from classes and organizations were submitted for the handbook.

The Publicity Committee did a superb job. The writer regrets that it is not possible to include in this report a copy of each of the forty posters which the members of this committee made to maintain the interest of the student body in the contest for a new school song, pledge, motto, and creed. The originality of ideas and the clever skill shown in composition were very remarkable when it is remembered that there was no supervision by the art department. The members of the committee worked without coaching of any kind.

CHAPTER IV.

JUDGING, EDITING, AND ORGANIZING THE CONTENT

Sources of Content Material

The assignments.-- Every item of information for the handbook was assigned to one of the following groups or individuals:

English Classes
Civics Classes
Group Conference Classes
Presidents' Club
Musical Clubs
Library Staff
Junior Red Cross Council
Counselors
Athletic Directors
Principal and Clerk
Handbook Editorial Staff
Entire Student Body

Suggestions made to assignees.-- The above groups and individuals had been given some general suggestions on how to proceed when the assignments were made. Those suggestions were:

(1) All material should be written with the pupil in mind, especially the new pupil. The wording should be simple and concise. The information should not bear any resemblance to the material in the Teachers' Guide in tone or style, even though some of the same information is to be presented.
(2) Wherever material is assigned to classes (or clubs or groups): Use any procedure the teacher and class together decide to follow in gathering the information and in writing it up.
(3) Wherever material is assigned to teachers or counselors: If you wish to choose a pupil assistant, help him to gather the material, direct him in writing it up, check it for accuracy of information, and edit it for composition, it would give some pupil an excellent experience in reporting.

(4) Wherever the assignment is open to all students: Encourage those with ability to submit one or more contributions to the judges.

Judging the Contributions

The Editorial Staff.-- The fifty pupils who made up the editorial staff were pupils from grades seven, eight, and nine in nearly even numbers. Their own assignments were written, judged, and edited by the time the dead-line for all other assignments had been reached. Therefore, they were ready by that date to consider the formidable task of reading, judging, editing, and organizing the material submitted to them by other contributors.

The character and form of the contributions.-- English, Civics, and Group Conference Classes did not follow identical procedures in writing their material.

(1). In some cases, the classroom teacher asked every pupil in the class to write on the assigned topic and sent all papers to the editorial staff.
(2) In some cases, the teacher, having asked all pupils to write on the assigned topic, sent only the few best papers.
(3) In other cases, the classes worked as a team and wrote one polished paragraph which they submitted to the editors.
(4) Some teachers chose a few of the most able writers, who formed a committee, and only they worked on the assignment.
(5) Organizations such as the Junior Red Cross Council and the Glee Club chose the secretary, or some other pupil to be responsible for the information.

This variety in procedure resulted in anywhere from one to one hundred papers on the same assignment. In most cases, however, not more than seven or eight papers on the same topic were submitted to the staff.

Briefing the staff on its task of judging, rewriting, and editing.-- Although the editors themselves had already written the material for twenty-five items of information going into the Handbook, the task of judging large quantities of material submitted by others was one for which they needed some help. They were reminded that:

(1). the handbook was intended primarily for the pupils entering South Junior High School for the first time.
(2). the attention and interest of the new pupil must be captured so that he would want to read the handbook.
(3). the style should be clear and comparatively simple.
(4). there should be no attempt to be literary or verbose.
(5). the tone should not be one of preaching.
(6). the material should not be a collection of do's and don't's or must's.

The procedures used in judging contributions.-- The editors decided to begin their task of judging contributions by considering first the material assigned to classes. The staff felt that these classes would be eager to know which contribution was judged best. Accordingly, they began with the assignment to Grade Seven English Classes, namely, School Spirit at South.

Ten contributions were submitted on this topic. After some discussion, the staff expressed a desire to hear the ten papers read aloud. They then asked for a second reading so that they might classify them as "excellent", "good", or "fair". Before the "good" and "fair" papers were discarded, they were read aloud once more to determine whether or not a sentence or phrase was worthy of being saved to incorporate into the final rewrite. The next question was this: Does any "excellent" paper seem so outstanding and so complete that it can be accepted without

change? If not, the editors knew they must rewrite the material using the best ideas and expressions from all the papers submitted. They agreed, in these instances, to work in small groups and then submit their rewrite to the entire staff for approval or further editing.

Source papers and final draft for the topic, Good School Spirit.-- So that the reader of this paper may have a clearer understanding of the procedure described in the preceding paragraph, there follow the ten papers submitted to the editorial staff on the subject Good School Spirit and the final draft which the staff wrote for the handbook using these contributions.

GOOD SCHOOL SPIRIT

Your school spirit depends most upon your feeling of pride in South and your loyalty to it at all times. Being loyal does not refer to cheering at school games only, nor a desire to fight someone who says something against this school. Some of those who cheer the loudest at school games are the same ones who thoughtlessly scratch the walls of the building or break school rules.

Pride and loyalty can best be shown by wanting to DO things to improve your school. If you feel yourself a part of this school and never want to hurt it in any way, you will have a good school spirit.

The spirit at South is the spirit within each of you. "The pupils make the school."

Class of 7-1

SCHOOL SPIRIT

School spirit consists of many things including courtesy, sportsmanship, cooperation and friendliness. Among these cooperation and courtesy come first. You have to be courteous and cooperative to be respected by others and to have your school respected by others. But still you have to be friendly and a good sport. So let's give South the reputation it should have.

Maxine Sealund, 7-2

SCHOOL SPIRIT

If we want South Junior High School to be considered a good school, we must show good school spirit. Courtesy, cooperation and friendliness are only a few ways of showing good school spirit. We must have all these qualities and more. Of course, it might take newcomers a while to develop school spirit, but if everyone tries he will find it can be very easy.

Let's all work together for good school spirit so our school, South Junior High, will keep its splendid reputation.

Barbara Djerf, 7-2

SCHOOL SPIRIT AT SOUTH

Everyone should have good school spirit at South. School spirit includes many things. If you have good school spirit, you participate, are friendly, courteous, cooperative and loyal. To be loyal means to have faith in your school and to cheer for it at games. To cooperate means to be depended upon by an officer when the teacher is out of the room and in all ways be reliable. To be courteous is to answer everyone politely and show a new pupil around the school. To participate is to take part in many things. So try your best to keep up the school spirit at South Junior High and cooperate.

Mary Sacchetti, 7-3

SCHOOL SPIRIT AT SOUTH

The good school spirit of South depends entirely on you. If you are going to have good school spirit, you will have to show such qualities as cooperation, thoughtfulness, courtesy, and friendliness. If you bear in mind that cooperation means working together to get things done, thoughtfulness means thinking of the other fellow, courtesy means politeness and friendliness, you will show good school spirit.

Alan Fontana, 7-4

SCHOOL SPIRIT AT SOUTH

School spirit is the pride of a school that has pupils and teachers that are friendly, courteous, and kind. The pupils talk to you, play with you and help you. The teachers are friendly and kind. This cooperation is the pride of a school.

That school is South. Will you keep it that way?

Richard Johnson, 7-4

SCHOOL SPIRIT AT SOUTH

You are always welcomed at South providing you can live up to the standards for good school spirit. We at South are cheerful and willing to cooperate. We are friendly toward our classmates and our teachers. We participate in all activities. All these qualities contribute to a fine school spirit.

Ronald Salters, 7-4

SCHOOL SPIRIT AT SOUTH

Good school spirit must start in the heart of every individual pupil. Everyone at South should have self-respect and a good inner spirit, the basis for a good citizen. To be one, try to find the good in everyone, regardless of his nationality or the church he attends. You must believe in South, and show initiative, kindness, loyalty, trustworthiness, dependability, and respect at all times. Think more of the school than of your own individual desires by serving your class and school as often as possible. Cooperate with the regular and substitute teachers and the principal, and be grateful for the education provided for us. Be generous with our cheers at games, and cheer the visiting team. Our attitudes and feelings will be shown in the classroom, office, library, auditorium, gymnasium, corridors, and cafeteria. In short, good school spirit should be shown throughout the building and wherever its members meet outside.

Class of 7-5

SOUTH'S SPIRIT

What have we here? A "first-timer", eh? To make you feel at home, let us tell you a little about this school. Here at South it's really like being in one big, happy family. When a person has a job to do, there are always volunteers to lend a hand. By obeying its rules and regulations, we show that we are loyal to our school. We all allow others to express their ideas and opinions even though they may be different from ours. We show good sportsmanship at games; we do not boo or hiss. Everyone thinks of the appearance of the school and helps keep it neat and clean. We all join together to uphold the good reputation for which South is famous.

Class of 7-6

SOUTH'S GRAND SPIRIT

So you're new at South. If you haven't heard about our grand school spirit, here is a little about it. Everyone is willing to help at all times. We all put our shoulder to the wheel in everything we undertake. In athletics and other activities we are good sports. We don't crow over victories or grumble at defeat. Each individual, each class, the whole student body cooperate fully in every undertaking. We are always courteous to new-comers as well as to our own classmates and teachers. Neatness and cleanliness are a "must" with us. We uphold our excellent reputation at all times by being loyal and dependable. When asked which school is ours, we say with pride, "SOUTH".

Class of 7-7

GOOD SCHOOL SPIRIT

Good school spirit must start in the heart of every individual pupil.

Your school spirit depends most upon your feeling of pride in South and your loyalty to it at all times. Being loyal does not refer just to cheering at school games, nor a desire to fight someone who says anything against this school. Some of those who cheer loudest at school games are the same ones who thoughtlessly scratch the walls of the building or break school rules. Pride and loyalty can best be shown by wanting to do things to help your school, especially if it means giving up some of your own free time.

Your school spirit also depends upon your feeling of friendliness and helpfulness toward all who are here. Try to find the good in everyone, teachers and pupils, regardless of any differences you may have.

School spirit is best shown by pupils when they are in large groups--in the corridors, in the cafeteria, in the auditorium, in the gymnasium, on the playground, at the stadium, on the streets. These are times to think more of your school than of your own individual desires.

The spirit at South is the spirit within each of you.

"The pupils make the school."

Use made of discarded material.-- Wherever the editorial staff felt that no one contribution was so excellent that it could be used without change and therefore rewrote the topic using the best ideas and expressions on the papers which were submitted, the papers were then sent to the Publicity Committee. This committee immediately planned to post them on the

bulletin board which they had been using throughout the project together with an announcement of how the editorial staff had judged the contributions on that topic. In those cases where one of the contributions was judged superior to all others and not in need of change, the winning contribution was not posted with the others, but an announcement of the choice was made to the student body.

In this way the student body was kept informed of the progress being made by the editorial staff and of their decisions regarding those contributions which were on the same topic but submitted by competing classes.

Organizing the Material

The need for planning the organization of material.-- It is believed that the main purpose of a pupils' handbook is to hasten the assmimilation of the new student. Therefore, the material used should answer the many questions he has in mind as he enters the school. The arrangement of this information that he will read is important. It should be logical and systematic. It should be classified under appropriate headings if it is to be readily accessible. The material needs to be carefully welded into a unified whole. Otherwise the inspirational character of its content may be completely obscured by careless organization.

The arrangement of content in most school handbooks.-- It is not possible to state with certainty whether STUDENT ACTIVITIES should precede ACADEMIC INFORMATION, or whether STUDY AIDS should be preceded by the MARKING SYSTEM, but most handbooks which the writer examined gave first to

the new pupil that information which helped in his orientation to the new school environment. The most common arrangement found in such books followed this pattern.

I. Introduction
   A. Title Page
   B. Foreword or Welcome by the Principal
   C. Faculty List
   D. History of School
   E. Floor Plans

II. Organization of the School
   A. Bell Schedule
   B. Rules and Regulations

III. Academic Information
   A. Program of Studies
   B. Marking System
   C. Study Aids
   D. Homework Requirements

IV. Pupil Activities
   A. Homeroom Organization
   B. Student Council
   C. Clubs
   D. Athletics
   E. Scholarships and Awards

V. Miscellaneous
   A. School Song and Cheers
   B. School Calendar
   C. Form of Program Card
   D. Index

Planning the organization of the content.-- Planning the arrangement of the content was undertaken by the editorial staff. The coordinator restated to the group the main purpose of a pupils' handbook and reported on the organization of materials which was most common in the handbooks she had examined. The members of the group decided to use this arrangement as a guide in assembling the information they had gathered and edited. Those

materials which were unique to our school were placed where the group felt they would logically fit in and where they would be most inspirational.

The editors agreed to separate the major divisions of the handbook in some distinct way. They felt that these major divisions should not carry forbidding titles, but be such as to arouse the pupils' interest in reading each section of the book. For example, ACADEMIC INFORMATION as a title was vigorously frowned upon. This decision necessitated finding a "theme" or hitting upon a "form of expression" which could be used with slight adaptation for each section title, thus making the whole handbook a coherent unit. The following titles were finally chosen for the major sections of the handbook and are given in the order that was approved as the best arrangement for the content as a whole.

To Help You Get Acquainted With South
To Help You Fit In At South
To Help You Be Successful At South
To Help You Grow Up While At South
To Help You Enjoy The Extra-Curricular Activities At South

Planning how to use the sketches submitted.-- Several pen and ink sketches had been submitted to the staff. One of the school itself was large enough to use as a frontispiece. Other small sketches were scattered throughout the book to illustrate the related information. One member of the Editorial Staff, who was also serving on the Publicity Committee, volunteered to draw sketches for the five title-pages which were to separate the major sections of the handbook.

Preparing the first copies of the completed handbook.-- All of the material for the handbook was typewritten by the coordinator as soon as

it had been edited and approved by the Editorial Staff. Therefore, when the organization had been decided upon and the sketches inserted, the rough draft of the handbook was fairly presentable. This rough draft was given to the clerk of the school who made two copies. One copy was submitted to the Supervisor of Art for Quincy Schools who made two valuable suggestions regarding the position of floor plans, arrangement of printing, and coloration of cover design. Then this copy was sent to the Superintendent of Schools at his request. No steps were taken toward final publication until his suggestions had been received. The second copy was submitted to the faculty advisor of the writer of this thesis for his criticisms.

Summary and Evaluation

This chapter is a record of the method of gathering the content of the handbook through assignments to classes, organizations, counselors, and principal, and through voluntary competition by the entire student body for items such as school song, pledge, creed, sketches, and cover design.

It describes the methods by which the editors judged, rewrote, and edited all material submitted to them. It includes the source papers submitted by the Group Guidance classes-seventh grade- on the topic GOOD SCHOOL SPIRIT and gives the reader of this thesis the final draft made by the editors from these several bits of writing. The use made of discarded material by the Publicity Committee is described.

The concluding section attempts to make clear how the editorial staff

decided on the final arrangement of the entire content of the handbook.

The educative value of these procedures was probably the greatest of any which resulted from work on the project. Every student in the school gained some knowledge of the size of the task and the necessity for enthusiastic cooperation. It is not exaggeration to say that every student helped to write the book, for every pupil was reached through one or another of the assignments. That realization helped each pupil to feel personal pride in the final accomplishment of the project--the handbook.

CHAPTER V.

PROBLEMS OF FORM, PUBLICATION, FINANCING, DISTRIBUTION, AND USE

The Form of the Handbook

The form in which school handbooks commonly appear.-- Examination of forty school handbooks in the preliminary study made by the writer seemed to indicate the popularity of the small printed book. Among the high school publications the most common size was approximately 3-1/2 inches by 6 inches. The number of pages ranged from less than twenty pages to one hundred pages or more. The books of less than twenty pages were, in all cases except one, very old books. The exception was a mimeographed handbook 8-1/2 inches by 11 inches. Too few junior high school handbooks were available to yield any significant data.

Consideration by the faculty of the form of the proposed handbook.-- At a faculty meeting, the question of the final form of the PUPILS' HANDBOOK was considered.

Three forms were considered, printing, mimeographing, and planographing.

Printing.-- The coordinator stated that the small printed handbook has the following advantages:

1. it is easy to carry about in the pocket or purse
2. it is fairly durable
3. it looks official
4. it is compact
5. it is popular

The disadvantages were reported to be:

1. it is expensive
2. it cannot be kept up to date without the expense of reprinting the entire book

Additional factors in our school situation which the faculty had to consider were:

1. only four more weeks of school remained before closing for the summer vacation
2. only a rough draft of the handbook was available at this time
3. no one would be available during the summer to work with the printers on dummy copy and galley proofs
4. there was strong possibility therefore that the handbook could not be printed for the opening of school in September
5. no provision for financing the publication had as yet been provided

Mimeographing.-- The coordinator reported from Peacock's study.[1/] He found that the mimeographed handbook, 8-1/2 by 11,

1. had most of the features of the printed book
2. was less expensive
3. could be kept up to date by the insertion of a new page at any time
4. could be incorporated in the pupils' handbook
5. could be considered a part of the school textbook material on loan to the pupil

Peacock's study seemed to indicate that an increasing number of such books in large as well as small-sized junior high schools could be predicted.

The disadvantages of the mimeographed book were thought to be:

1. it is bulky
2. it is difficult to read unless a very heavy paper is used, assuming that both sides of the paper are to bear copy

1/ 1. W. H. Peacock, "Junior High School Student Handbook: an analysis of its contents," High School Journal (May, 1941) 24: 223-226

3. it is not very durable if carried around by the pupil

It was made clear that the four steps in the mimeographing process were:

1. cutting stencils
2. running off sufficient copies by hand
3. assembling sheets into completed booklets
4. stapling sheets together

The factors involved in our situation were:

1. paper (our stock was too thin to use both sides)
2. number of pages (approximately 100 per book)
3. number of copies of the handbook (approximately 600)
4. total sheets of paper needed (60,000)
5. colored stock for cover (1200 sheets)
6. stencils (100)
7. cost of materials
8. labor involved

The coordinator reminded the teachers that there are facilities for mimeographing in the school office, but that the machine is manually operated. To turn out 60,000 sheets of material would require a good many hours of work. The making of the 100 stencils which would have to precede the use of the mimeograph machine would be no small number of hours. The 600 copies of the cover design would have to be run off also. Then many hours of labor would be required to assemble the 60,000 sheets into 600 booklets of 100 pages each. Each of the 600 books must then be handled to place the covers. Since 100 pages made too much bulk to staple, it would be necessary to punch all of the 60,000 sheets plus 600 covers. Certainly the labor involved was prodigious!

The question of cost was considered next. Stencils, mimeograph paper, and colored paper would be required. An attempt was made to give

an approximate total using figures obtained at the office of the Superintendent of Schools. The estimate was $110.

Because of the short time before the closing of school for the summer vacation, it was not certain that there would be anyone on duty to do the mountainous work involved in mimeographing the handbook. This meant that there was a question about the possibility of having the handbook ready for the opening of school in the fall.

Planographing.-- By this method a firm of printers equipped to do planographing would photograph the original copy and then print from these negatives as many copies as required. The stock used would be heavy enough to permit using both sides of the paper. This would cut the number of pages considerably from that necessary by mimeographing. The handbook would have a two-toned cover and be saddle wired. It would be 8-1/2 by 11 inches. Some firms require that a stencil, larger than 8-1/2 by 11, be cut for each page of the finished handbook. Other firms work directly from the original typewritten copy. The advantage of working by the stencil is that more can be put on a page, thus reducing the number of pages necessary for the handbook. The finished page is not larger than 8-1/2 by 11 because the copy is reduced in size before it is photographed. Simple pen and ink sketches are possible by the method of planographing.

The advantages of planographing over mimeographing were thought to be:

1. more permanent binding
2. less than 1/2 as many pages
3. labor greatly reduced
4. handbook can be delivered in three weeks after copy is received by printer

5. book can be kept in desk and regarded as a textbook on loan to pupil
6. likely to be regarded more highly by the pupil

Publication

Getting estimates on the cost of planographing.-- Three firms were contacted, one a Boston firm, and two Quincy firms. The three figures submitted varied from $165 to $325. The wide difference in cost can be explained in part by the following facts:

(1) The highest bidder included the expense of a leatherette cover which had not been specified.

(2) The lowest bid was made by a large Boston concern fully equipped for all kinds of work and doing a large volume of business.

The faculty voted to place the contract with the firm which submitted the lowest bid.

Preparing the stencils for the publisher.-- The printers sent a representative to the school to give the secretary complete instructions regarding the preparation of the stencils. The most courteous consideration was shown and a genuine interest in a good handbook for South Junior High School was apparent. The making of the stencils was not begun until the school had closed for the summer vacation. This could not be avoided, but it is not the best procedure. The coordinator ought to be on hand through the entire period in order that any emergency which may arise can be cared for by someone who has the authority and the experience necessary to make wise decisions.

Financing the Book

The handbook as a part of the pupil's equipment.-- Having agreed that a handbook is of unquestioned value in the orientation of pupils, the principal and faculty felt that all pupils should have a copy of the book. The content of our book was not limited to material useful to pupils during orientation period only. It contained information for guidance purposes in a variety of situations during their whole junior high school career. It seemed to the faculty that the handbook was really a textbook, to be issued to the pupil by the school in the manner of other textbooks, lent to him for his use while at South,-- a necessary tool for his education, to be regarded as school property, and treated accordingly.

Consideration of financing the handbook.-- The decision that the handbook should be considered a source book required the school itself or the School Department to finance the publication. Two courses of action were possible:

1. That the Principal of the School obtain permission from the Superintendent of Schools to allocate to our general textbook fund the cost of publishing the handbook for school.
2. That the Superintendent of Schools be permitted by the School Committee to provide some other source of funds.

The Superintendent notified us, after considering the matter, that

we had permission to spend up to $200 from our textbook fund in publishing the handbook.

Plans for Distribution and Use

(This report was written before the actual completion of the planographed copies of the handbook and therefore before the distribution of the books. Consequently, the paragraphs immediately following state only the plans for their distribution and use. There is nothing to indicate that the plans will have to be changed.)

Consideration of how to distribute the handbooks.-- The method of distributing the handbook will depend upon the use to be made of the books. If the book is one for orientation purposes only, then its distribution can be limited to entering classes and other incoming pupils. It will be an instrument for self-help for a short period of time. If the handbook includes an interpretation of the policies of the school, all sorts of general information needed by all pupils at frequent intervals during their entire junior high school career, and information which will help to build good relations between school and home, and school and community, then the book must be made available to every pupil. If it is to be regarded as school property-a source book issued in the same manner as a textbook- then it cannot be abused in the manner that school handbooks often are.

The principal, faculty, and editorial staff agreed that the handbook would reach its greatest usefulness if a copy of the handbook

1. were issued to every pupil in the school next September.
2. were kept in the homeroom desk at all times except as hereafter described.
3. were taken home on the basis of an 'overnight book' for parents to read.

Accordingly, it was decided to order 600 copies of the handbook.

The use to be made of the handbook.-- A copy of the Table of Contents- in detail - was given to each teacher. So that the reader of this report can know how comprehensive the handbook is to be and can more adequately estimate it's total usefulness, a copy of the Table of Contents as it was submitted to the faculty is included at this point.

PUPILS' HANDBOOK FOR SOUTH JUNIOR HIGH SCHOOL

TABLE OF CONTENTS
(in detail)

COOPERATION BETWEEN SCHOOL AND COMMUNITY
FACULTY OF SOUTH JUNIOR HIGH SCHOOL
COUNSELORS
FLOOR PLANS
SPECIAL ROOMS AND THEIR USES
BELL SCHEDULES
DAILY NOTICES
BUS TICKETS
VISITORS
NO SCHOOL
CHANGE OF ADDRESS
SCHOOL BOUNDARIES

TO HELP YOU FIT IN AT SOUTH
- RULES AND REGULATIONS
  - BETWEEN 8:15 and 8:30
  - AFTER 2:30
  - TARDINESS
  - ABSENCES
  - HOW TO USE A MAKE-UP SLIP
  - DISMISSAL FROM SCHOOL
  - DISMISSAL FROM CLASSROOMS
  - DETENTION
  - TRUANCY
  - SUSPENSION
  - SMOKING
  - CORRIDOR PASSING
  - ENTERING AND LEAVING CLASSROOMS
  - CARE OF YOUR LOCKER
  - PROPER USE OF THE LAVATORY
  - TEN-MINUTE PERIOD
  - EATING IN THE CAFETERIA
  - AFTER EATING YOUR LUNCH
  - LUNCH AT HOME
  - FIRE DRILLS
  - GAMES IN THE GYMNASIUM
- BICYCLES
- LOST AND FOUND
- TELEPHONE CALLS
- COURTESY AT SOUTH
  - GOOD MANNERS IN THE CLASSROOM
  - GOOD MANNERS IN THE CORRIDORS
  - GOOD MANNERS IN THE CAFETERIA
  - GOOD MANNERS IN THE AUDITORIUM
  - SPECIAL DO'S AND DON'T'S FOR GIRLS
  - SPECIAL DO'S AND DON'T'S FOR BOYS

TO HELP YOU SUCCEED AT SOUTH
- LOCOMOTIVE TO SUCCESS
- PROGRAM OF STUDIES
- GOOD WORKMANSHIP
- THE MARKING SYSTEM
- REPORT CARDS
- HONOR ROLL
- DEFICIENCES OR MID-TERM REPORT
- HOME STUDY REQUIREMENTS
- SIX-YEAR REPORT CARDS
- HOW TO MAKE GOOD USE OF STUDY PERIODS
- PHYSICAL EDUCATION

TO HELP YOU GROW UP WHILE AT SOUTH
- HOMEROOM ORGANIZATION
- PRESIDENTS' CLUB
- QUALIFICATIONS FOR OFFICERS
- DUTIES AND RESPONSIBILTIES OF OFFICERS
- PUPIL HELPERS
- SPECIAL TRAFFIC OFFICERS
- PARTIES
- JUNIOR RED CROSS COUNCIL

TO HELP YOU ENJOY THE EXTRA-CURRICULAR ACTIVITIES AT SOUTH
- MUSICAL OPPORTUNITIES
- SPORTS
  - ATHLETICS FOR BOYS
  - ATHLETICS FOR GIRLS
  - CHEERLEADERS
- GOOD SPORTSMANSHIP
- SONGS AND CHEERS FOR ATHLETICS

SCHOOL CALENDAR
INDEX

The staff were asked to observe:

(1) how much of the material could be used by the seventh-grade homeroom teachers for orientation of new pupils

(2) what material was useful to counselors in educational, social, and personal guidance

(3) what material could be utilized by classroom teachers in the formation of good work and study habits

(4) what material would be a continuing source of help in building school spirit, pride, and loyalty

The faculty agreed that the handbook was potentially of invaluable service in various ways to everyone. It was suggested that a brochure be prepared to accompany the teacher's copy of the handbook in which suggestions for its fullest use be made. After considering this, it was decided that the book should be used experimentally for a year and the writing of any such brochure be an outgrowth of the experience of actually using the handbook.

Summary and Evaluation

This chapter records the thinking, planning, and execution necessitated by consideration of the form, publication, financing, distribution, and use to be made of the new school handbook. It represents a comparison of three types of reproduction: printing, mimeographing, and planographing; it describes the work required in preparing the copy for the printer; it states the possible sources of funds to finance the book; it gives the plans drawn up for its distribution when school re-opens in the fall of 1949; and includes something of the possibilities for its use.

No major problems occurred; no difficulties required "thrashing out". This may be due to the fact the actual printing of the handbook <u>at this date</u> has not begun.

CHAPTER VI.

COMPLETION OF THE PROJECT

An Attempt to Evaluate the Experience and the Product

The reactions of members of the Editorial Staff.-- Upon the editors, fifty in number, fell the brunt of the work of preparing the content of the handbook. The coordinator felt that an attempt ought to be made to ascertain how these boys and girls felt about their experience, a new one for them because our school has no publication of any kind.

Accordingly, she asked the editors to try to evaluate their experience in terms of knowledges, skills, and pleasure which they felt they had gained by serving on the staff. It was suggested that they think about it and then write an honest statement of the value of their experience as an editor of the school handbook. Some of these statements follow:

> "By working on the Editorial Staff for the Handbook I have discovered many things about South which I did not know or fully appreciate-- things which would have helped me to be a better pupil and citizen of this school if they had been brought to my attention when I first entered South. I hope that all the pupils entering our school next September will benefit by this book."

> "Serving on the Editorial Staff has been most helpful to me. It showed me how to work well in a large group. I enjoyed it very much. It gives me a wonderful feeling to know that I have helped in making the Handbook a success."

> "I'm glad I was an editor because it has taught me better judgment about written material."

"Being an editor has helped me to judge writing better. I can think more clearly now when I write my own compositions. Since I worked as an editor, the marks on my compositions have improved."

"I feel I have gained a better knowledge of how to write and how to edit material after it is written. I have learned that working and thinking things out together is much easier and far more rewarding than working alone. Lastly, it has been a real pleasure to be associated with such a fine group of students and with so capable an adviser."

"Being an editor was a valuable experience. I learned a lot about the duties of an editor. Also it taught me to organize my thoughts and condense my statements."

"I enjoyed being an editor because I had decided that I would like to be an editor on a newspaper when I get through school. Besides gaining valuable experience, I enjoyed working on the staff. It gave me deep satisfaction to have helped to make the Handbook."

"It was an opportunity I would not have wanted to miss. It helped me develop an appreciation of what I read and was an interesting experience from every point of view, I consider myself lucky to have had this opportunity and I truly appreciate it."

"First of all, I learned something of democracy in the way we chose the best papers and edited them; and in the way everyone listened to opinions and suggestions made by others and cooperated in giving their own views.

Secondly, it made me appreciate books more, for while editing papers for our Handbook, I realized how much work the authors of all books do.

Being an editor made me feel important in a way; it seemed as if I was a real author writing a real book!

It made me feel proud of my school, proud of the democratic way of doing things, proud of the way schools are run. I felt proud of being an American citizen." (Written by a girl who has been in this country only three years.)

<u>The reactions of members of the Publicity Committee.</u>-- This group, twenty in number, had work to do so unlike the work of the Editorial Staff that the coordinator desired to find out their opinions regard-

ing the value of the experience to them. Upon invitation to express them, they sent the following:

> The twenty-six boys and girls who worked on the Publicity Committee enjoyed the experience for several reasons. Probably the one which ought to be mentioned first is the deep satisfaction and feeling of pride which came to each of us because we were doing a very special job for the Handbook.
>
> Secondly, the drawing of the forty or more posters and the planning of the News Letters gave us opportunities to use talents which we enjoy using in a way not restricted by any course of study or the limitations of the classroom work. We let ourselves go and had a lot of fun doing it.
>
> Thirdly, it was a joy to be associated with Miss Forsyth who kept us supplied with materials and stimulated us in the planning and creating of the bulletin board displays.

The reactions of the student body.-- The Publicity Committee had done such a good job of keeping the progress of the handbook before the student body that there was great interest in every step along the way. Therefore, the committee felt that the student body should be given an opportunity to examine the Table of Contents and be asked to express their reactions. In order to reach all pupils, the Presidents' Club agreed to present the request. They met with their Faculty Advisor and were helped to prepare the following invitation which they presented to their classmates.

> Fellow Classmates:
>
> The new Handbook for South is so nearly completed that two copies have been made up for purposes of examination by the teachers and Dr. Gossard.
>
> The editors are very proud of the book and wish to thank the pupils and teachers for the splendid cooperation which they have given to the making of the book.
>
> At a special assembly on June 22, Mr. Silva will be presented with a copy of the Handbook. Perhaps you would like to know what that book will be like. It will not be one of the final copies which will be printed during the summer, but it will look very much like them. It will have a red and black cover showing the winning cover design. It will contain all of the material written by classes, clubs, teachers, counselors, and individuals. It will contain pen-and-ink sketches through-

out to illustrate the content. Each important section of the book has a title page and an appropriate sketch to emphasize the central theme. In other words, it will be as an exact a copy of the final handbook as is possible at this time. We Presidents were allowed to see one of the copies at our meeting.

The editors want you to know what information is in the book and the plan of its organization. They want you to see the Table of Contents so that you can appreciate how complete the information is. I have here a copy of the Table of Contents which I will post on the Bulletin Board. Examine it; discuss it. What do you and your friends think of it--its organization, its completeness? The editors would like you to write your reactions on paper if you are willing to do so and have the time. They hope to read some of these messages from you at the Assembly of June 22. You do not need to sign your name unless you wish to do so. Give your paper to me any time before June 16. I'll take them to the Editor-in-Chief on that day. Let's all let the editors know how we feel about the Table of Contents. We can do it as a class or as individuals, but our class should send some message to the editors, don't you think so?

Some of their responses follow:

"The class of 8-3 would like to congratulate all the pupils who participated in the making of this worthwhile handbook. We think the Table of Contents is superb and no minor details have been left out. It shows that the pupils who were willing to give up their time to help prepare the handbook succeeded in their efforts. We are sure this book will be of great benefit to the incoming pupils because of the valuable information it contains."

"The class of 8-5 wishes to congratulate the Editorial Board of the new handbook. We realize what a tremendous amount of time and effort must have been necessary to produce such an attractive and useful book. Having such a wonderful source of information to turn to next year will be an incentive to all of us to become better citizens."

"After due study and observation, we think that the handbook just completed by the pupils at South under the helpful guidance of the faculty is more complete and excellently compiled than our fondest hopes imagined it would be. We hereby give it all possible support."

"The class of 7-1 want to congratulate you for the splendid work you have done on the Handbook. We appreciate it very much.

Mr. Silva, the teachers, and the pupils are very proud. It will be especially interesting to pupils coming to South next fall. We all want to thank those who helped make it a success."

"We discussed the contents of the handbook and think it is a fine job. We thought it was very complete in covering all the various phases of school life. The people who worked on it are to be warmly congratulated on such a fine piece of work."

The reactions of the Faculty.-- Teachers had made statements to the coordinator from time to time as the handbook began to take shape which were very encouraging. When the rough draft of the book was ready for inspection, the following invitation was sent to each member of the faculty.

Invitation to the Faculty

The Handbook for South is now so nearly completed that it can be actually exhibited! Only a few pen sketches are still lacking. It has been hard work, but very rewarding.

You will be interested, I know, in hearing the comments of the editors regarding their experiences as workers on the project. These will be read at the Assembly on June 22. The members of the Publicity Committee will also make statements relative to their experiences-- their many satisfactions and their few disappointments.

These two groups are very eager indeed to know what the teachers think of the Handbook: its appearance, its content, the organization of material, and possibilities for its use next year. I am sure that you can understand and appreciate their interest in your appraisal of their very earnest efforts.

Here is a copy of the Table of Contents. How does it look?

A copy of the Handbook is on display in the office so that you may see the physical make-up of the book.

Would you be willing to send to me some time this week your reactions to the handbook and table of contents? The editors and members of the Publicity Committee really want to know -- and so do I!

Thank you for all your wonderful support and cooperation.

Some of their replies follow:

"My reaction on examining the handbook was one of pride in the excellence of the work so beautifully executed by the pupils and faculty advisers."

"Right along I felt that the Pupils' Handbook would be good, but it is even better than I had expected. Every section shows good thinking, planning, and careful organization. It is proof that if you wish something good, you must work for it, and as a result, that which you produce will be something of satisfaction. Let us all make good use of it, so that South will be a better school because of your efforts."

"After looking over the Table of Contents of the 'handbook-to-be', it occurs to me how wonderful it will be next fall to have this as a 'Travelers' Aid Society' as well as a 'Students' Welfare Organization'. Congratulations to you and all the staff for what I know has been a great amount of work in preparing a fine and helpful book."

" I have looked over the Handbook and consider it the most outstanding example of cooperative effort since I have been at South. The editors and teachers who are responsible are to be congratulated. I am looking forward to using it with my homeroom next year. How I wish I had had one like it when I came here five years ago."

"Congratulations on the "utterly super" job of editing the Pupils' Handbook for South! I particularly like the organization of your material under the several headings of 'To Help You'--. As I see it, you've epitomized the basic purpose of your project in these three key words. You've done your school a lasting service by accumulating a wealth of needful information into a nice, compact, coordinated unit.

"I'm anticipating, already, the pleasurable experiences I shall enjoy in using this handbook, not only for next year but for many years to come. It will always represent to me a masterpiece worthy of the folks who played a part in its creation."

"The Pupils' Handbook is:

a superlative accomplishment!

an undertaking of which you may be justly proud!

"I was especially impressed by the ease with which the book can be read, which denotes that a tremendous amount of hard work was put into the task. If the future classes cooperate in following the plan you have laid down as well as you have cooperated in the formation of the plan, our Pupils' Handbook will be assured of a successful and useful life. Its value will be proven in the years to come when it is used to facilitate the adjustment of new pupils to our school routine."

"Our gratitude and appreciation to you, the editors, and to your adviser without whose guidance, inspiration, and leadership this project would not have materialized."

"Were I to list all the superlatives you deserve, this would resemble a Hollywood 'blurb'. I might even chance the danger of sounding like a barker bellowing the main event--you know the adjectives: colossal, super-human, magnificent, grandest, unsurpassed, and so on. I shall not tell you what a priceless job you did; for I'm sure that you, in all due modesty, must realize that your work on the Handbook was a job well done. Of this I am certain: you could have made no greater nor more far-reaching contribution to South! This handy Handbook can and will serve only a good and noble purpose.

Besides the invaluable experience and training you had in writing, editing, and sketching, perhaps your greatest benefit was working with and under the guidance of Miss Foote. Certainly your discerning minds must have detected or sensed her ability to plan and follow through to see that these plans were carried out to a satisfactory completion.

There's a tone of sincerity in the Handbook that is present only because you followed the wise counsel of the poet who once advised, "Look into thy heart and write."

The letter from the principal follows:

"Please accept the sincere thanks of the teachers and the entire student body for your outstanding and useful handbook.

This problem has been very meaningful to me personally, since I honestly believe it will be extremely helpful to all SOUTH boys and girls. Its completion, therefore, fills me with thanksgiving and joy.

Your untiring efforts and your giving so unstintingly of your time, prove that you have the ability to attack and solve any problems which may confront you in the future. I know you enjoyed the solution of this problem and hope you feel rewarded in the personal satisfaction of a job well done.

May I say to the Publicity Committee that I think your bulletin board was worthy of professional praise. The constant changes of intriguing posters kept the whole school well aware of what was going on so that interest was never lacking.

Never have I been more pleased professionally with any unit of work! Congratulations!

Most sincerely yours,

Theodore R. Silva
(Principal)

Formal Completion of the Project

The completion of the first rough draft.-- The completion of any major project is usually considered worthy of special attention. It seemed only fitting and proper that the completion of the rough draft of the handbook deserved appropriate recognition. Accordingly plans were initiated by the Editorial Staff.

Their first step was to honor one of their number by awarding the title of Honorary Editor-in-Chief to a girl who had been unstinting in her devotion to the project.

Then plans for a special general assembly to be held during the last week of school were discussed. It was felt that this would be the proper time to announce the winners of the several contests that had been sponsored early in the development of the handbook--contests for a school motto, a school pledge, a school creed, a new school song, and a cover design for the handbook. The editors decided to share the program planning with the Publicity Committee.

Drawing up the program for the proposed assembly.-- The coordinator, the faculty advisor for the Publicity Committee, the Honorary Editor-in-Chief, and the Honorary Chairman of the Publicity Committee presented to the other members of these two groups the following outline for their approval:

TENTATIVE PROGRAM FOR ASSEMBLY, JUNE 22, 6th period

On Stage:

Editorial Staff
Publicity Committee
Winner of Cover Design
Winner of Song Contest
President of 7-5; class composed Winning Motto
President of 8-5; class composed Winning Creed
President of 7-7; class composed Winning Pledge
Winners of Contest for Sketches

PROGRAM

(Honorary Editor-in-Chief of Handbook acting as Master of Ceremonies)

1. A Review of the Development of the Handbook by the Editor-in-Chief and Chairman of the Publicity Committee

2. Announcements of Winners of Contests

3. Appreciations

4. Presentation of Handbook to Mr. Silva

5. Recitation of New School Pledge and School Creed by Choral Speaking groups

6. Singing of New School Song

(The writer of this thesis has carried the story of the development of a school handbook for South Junior High School, Quincy, Massachusetts, as far as she can at this date. Actual publication and general distribution of the handbooks are in the immediate future. A copy of the handbook will be attached to this report when copies are available.)

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HANDBOOK

SOUTH JUNIOR HIGH QUINCY

PUPILS' HANDBOOK

SOUTH JUNIOR HIGH SCHOOL

QUINCY, MASSACHUSETTS

1949

TABLE OF CONTENTS

SOUTH JUNIOR HIGH SCHOOL

SCHOOL MOTTO: Make Your Best Better

SCHOOL COLORS: Red and Black

SCHOOL SONG

1.

South Junior High School,
Proudly we hail.
School that inspires us
We will never fail.
We will take your wisdom,
Share in your light,
And proudly face
Our future bright.

2.

We will chant your praises loudly
And carry on your fame.
In sports and studies we'll add
Glory to your name.
With your colors waving,
Blending black and red,
Ever proudly leading
Our school ahead.

FOREWORD

Dear Boys and Girls,

Welcome to South Junior High School!

Please accept this Handbook for your use at South. It has been prepared by the pupils of this school for the purpose of helping you feel more quickly a part of the South Family. It contains information which you and your parents will be interested to know about this school. It will give you confidence to know important facts about your school home, and how you will thereby be more able to make a good adjustment rapidly and smoothly.

You are now a part of South. You will want to do well in your studies and to take part in the activities offered to you for your enjoyment and growth. You will want to discover how we cooperate in order to live together happily, for Time and Experience have shown us that certain standards of behavior are worthwhile. You will be proud of your school, I know.

May your stay at South be pleasant and profitable. Above all, may you be a worthy citizen of this fine school.

Sincerely yours,

Theodore R. Silva

Principal

SCHOOL CITIZENSHIP

You do not have to wait until you are 21 to be a citizen! You are a citizen of South right now. All citizens in a democracy have rights and privileges. As a citizen of South, you have them. Make certain that you know what they are, for you will not want to take privileges beyond what your status entitles you to take. Neither will you want to fail to use your privileges and rights.

YOU have the RIGHT:

1. to get a good education in this school
2. to be protected from harm
3. to express your ideas and opinions at the right time
4. to earn the respect of your classmates and teachers

YOU have the PRIVILEGE:

1. of organizing your homeroom class
2. of choosing suitable leaders
3. of participating in classroom activities
4. of participating in extra-curricular activities

YOU will be quick to take advantage of your rights and privileges. Will you be just as quick to assume responsibility for certain duties in return? That is the only way to be a good citizen here at South or anywhere.

Here are some of your most important RESPONSIBILITIES:

1. to obey the rules and regulations of this school
2. to take proper care of the building and its equipment
3. to consider the rights and privileges of others
4. to respect those in authority
5. to follow your chosen leaders
6. to treat everyone with courtesy
7. to take an active interest in the problems of the school and help to solve them
8. to serve your class in whatever way you are most able
9. to live up to the motto and creed of this school
10. to pledge your allegiance to South and remain loyal to her

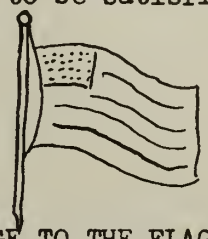
OUR SCHOOL CREED

I believe in SOUTH JUNIOR HIGH SCHOOL as a school where the meaning of democracy is understood and practiced; where the pupils learn to assume responsibilities; where the teachers give sympathetic guidance and training for happy useful lives; where the program of varied activities helps to build a sound mind in a sound body, and where the spirit is one of willing and enthusiastic cooperation that unifies the school in all its activities.

I, therefore, believe it is my duty to SOUTH to help maintain a happy atmosphere by practicing self-control, by doing my best work, by showing friendliness to all persons, and by doing my full share in all that is undertaken.

OUR SCHOOL PLEDGE

As a student of South Junior High, I promise to obey all school rules, to protect all school property, to respect my superiors and their advice, to be loyal to my school, to uphold its ideals, to maintain its reputation, to try to create a happy and friendly attitude toward others throughout each day, and to be satisfied with nothing but my best.



PLEDGE TO THE FLAG

I pledge allegiance to the flag of the United States of America and to the republic for which it stands; one nation, indivisible, with liberty and justice for all.

THE AMERICAN'S CREED

I believe in the United States of America as a government of the people, by the people, for the people, whose just powers are derived from the consent of the governed; a democracy in a republic; a sovereign nation of many sovereign states; a perfect union, one and inseparable, established upon those principles of freedom, equality, justice, and humanity for which American patriots sacrificed their lives and fortunes.

I therefore believe it is my duty to my country to love it, to support its constitution, to obey its laws, to respect its flag, and to defend it against all enemies.

To Help You Get Acquainted With South

THE HISTORY OF SOUTH

Everything has a history. This is the life-story of South Junior High School.

The school, located at 444 Granite Street, a short way from Centre Street, opened in September, 1927, with pupils coming from the Gridley Bryant, Adams, Hancock, Lincoln, Willard, and two parochial schools. The total enrollment that first year was 980. Mr. Henry Fisk was principal. At that time more courses and subjects of study were offered to the pupils of grades eight and nine than today.

This fine three-story building and its equipment are valued today at $578,706; the land, over four acres, is valued at $22,000. Thus, for the next three years, you are to live and work in an environment with a total value of $600,706.

In 1930, Mr. H. Forrest Wilson, an elementary school principal, came to South when Mr. Fisk left to go to Medford. Mr. Wilson remained until 1944 when he retired. His picture hangs in the school office. Between 1930 and 1944, the enrollment dropped off gradually until today it is only 565.

In September, 1944, Mr. Theodore R. Silva, formerly an elementary principal, came to South.

There are now 29 teachers on the staff. Eleven of them were here when the school first opened.

There are several gifts to the school from early ninth grade classes on display. The shrubbery which makes the building so attractive, the two placques hanging beside the main auditorium doors, and pictures in the library are among such gifts.

The second year of South's life, the school baseball team won the junior high school championship. We held it for the next five years. South has won this championship 15 times in the 21 years the school has been in existence. In 1930, South had such a fine team that the members challenged Quincy High School to a game. The result was a tie score of 7 to 7 in eleven innings. South won the basketball championship in 1941.

South's record for attendance has been outstanding from the very beginning. We are proud of that record. You will be expected to maintain it.

CUSTOMS AND TRADITIONS

Some of the most enjoyable and rewarding experiences of earlier classes at South have now become traditions. They are simple, but meaningful.

ASSEMBLIES

Book Week with Mr. Cronin
Opening the Sports Season
Parents' Night during Education Week
Visit by the Quincy High School Band
Athletic Awards
Awarding of Merit Certificates
Talk to Grade Nine by Mr. Wilson of Quincy High School

SPORTS

Football and Basketball games on Wednesdays
Baseball games on Tuesdays and Thursdays

SOCIAL EVENTS

Ninth Grade Dance in June
Fashion Show in the Spring

MISCELLANEOUS

Dancing Classes for Ninth Grade Pupils
Ninth Grade Class Song
Junior Red Cross Membership
Community Fund Drive
Ninth Grade Class Picture

COOPERATION BETWEEN HOME AND SCHOOL

Educating you is a big job! The job will not be done well unless your home and your school tackle it together. How can your parents and your school work together on your education?

YOUR PARENTS should:

1. visit the school and see how it operates
2. visit your classroom and learn "first-hand" how you are being taught
3. talk to your teachers and counselor frequently about your habits of work
4. insist that you study your homework at a definite time and in a quiet place
5. attend to your physical handicaps promptly if notified by the school doctor or nurse
6. teach you good manners and train you to show respect for those in authority
7. teach you to obey willingly all rules and regulations of those places you attend
8. help you to break any bad habits you may have
9. encourage you to remain in school as long as possible
10. read this handbook from cover to cover

YOU should:

1. urge your parents to read this book
2. confide in your parents and talk over your problems with them
3. report accurately and honestly any conversation or incident which you may be telling them about school
4. encourage your parents to visit your school frequently
5. keep your parents well-informed of school news
6. urge your parents to attend school events

YOUR SCHOOL will:

1. welcome your parents whenever they come to visit

2. frequently notify your parents of your progress, or lack of progress
3. guard your health and safety carefully while you are in school
4. offer you the best possible education
5. help you to be good citizens

The greater the interest your parents show in your education, the greater your success will be.

COOPERATION BETWEEN SCHOOL AND COMMUNITY

Do you feel that YOU are a part of the community? You are, indeed!

Our school is a part of the community in which it is located and also a part of the greater community of the whole city of Quincy. The school and the community are partners. They must work together in many ways to make the community a better place in which to live.

What can YOU do to cooperate with the community?

YOU CAN (as individuals):

1. respect and protect school property
2. respect and protect the property of all who live in this community
3. get the best possible education from the facilities which the community has provided for you
4. participate in all city-wide drives and campaigns
5. learn more about what your community is doing by reading the daily newspaper
6. listen to talks by your community leaders on the Quincy broadcasting station

YOU CAN (as a school):

1. invite the people of this community to visit the school "in action" and ask them for constructive suggestions
2. sponsor programs, such as exhibits, forums, plays, and operettas
3. urge the formation of a Parent-Teacher Association

Are you wondering if the people in the community will cooperate with South if you do your part? Of course!

THEY WILL:

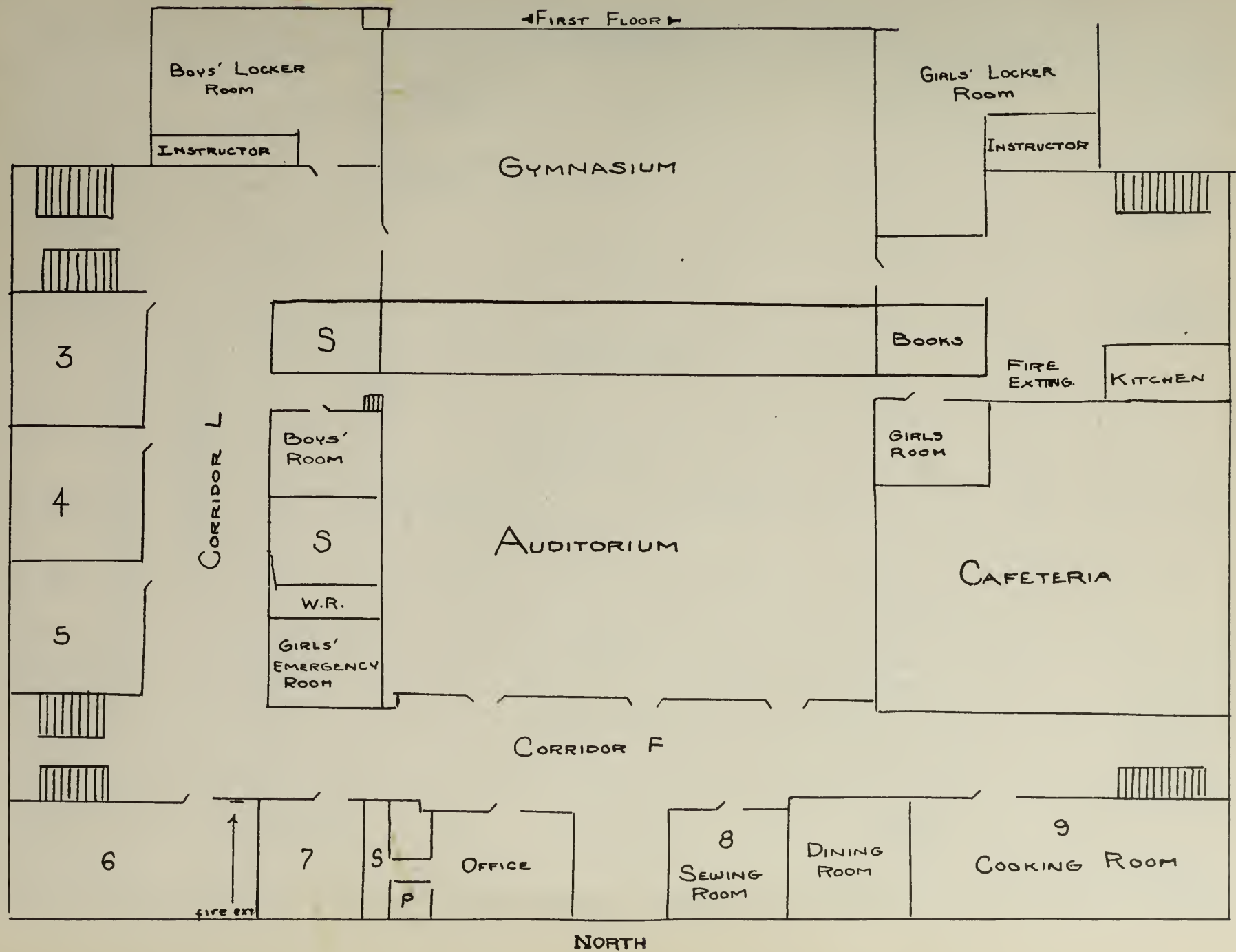
1. vote to improve and extend the educational facilities you now have
2. support our activities
3. allow you to visit places of business and industry in order to learn about occupations
4. send inspiring speakers and interesting films to the school to broaden your education

The partnership between the school and the community should never be broken. If it is broken, YOU will suffer and the COMMUNITY will suffer. Keep the partnership strong!

THE FACULTY OF SOUTH JUNIOR HIGH SCHOOL

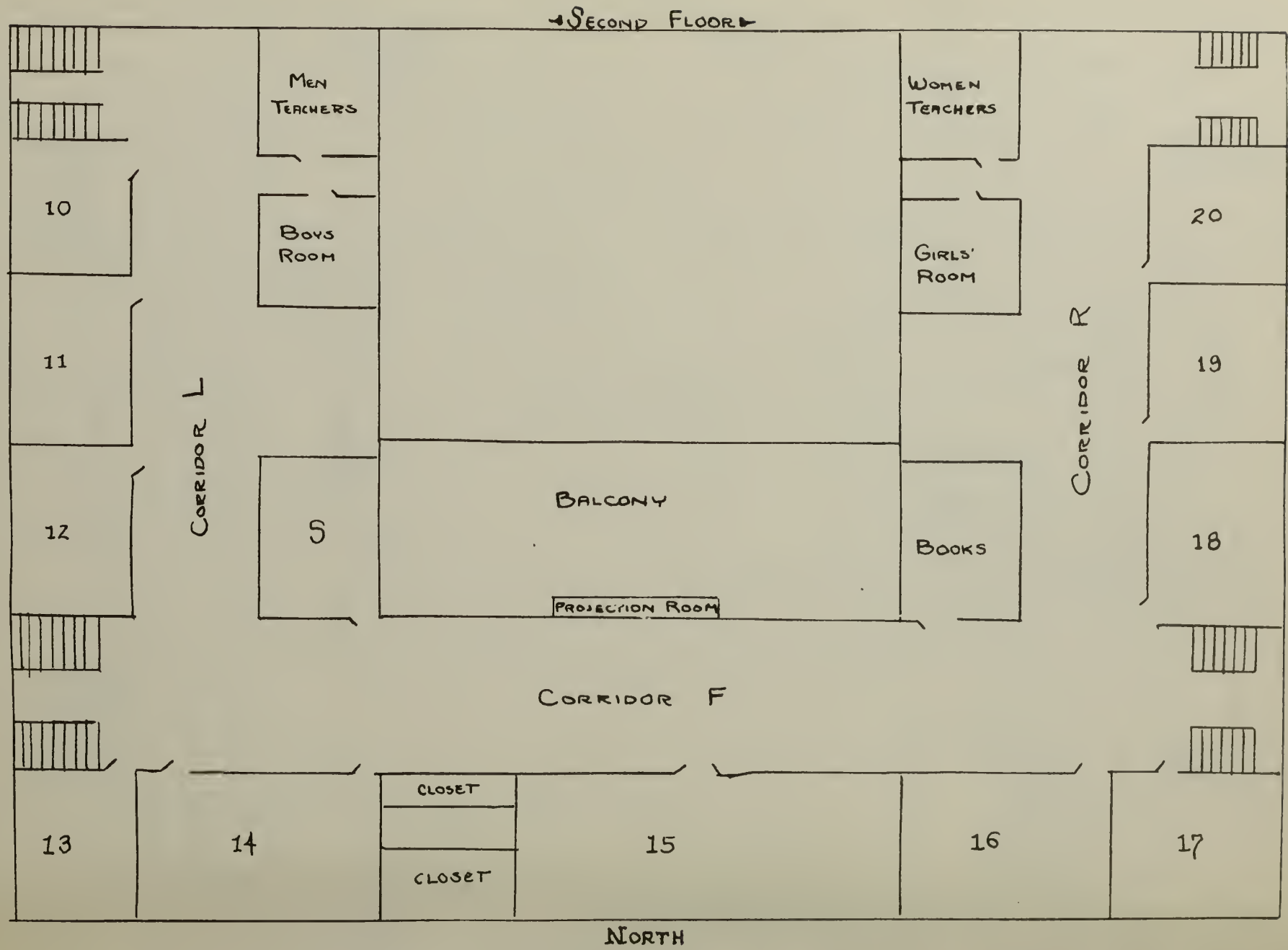
COUNSELORS

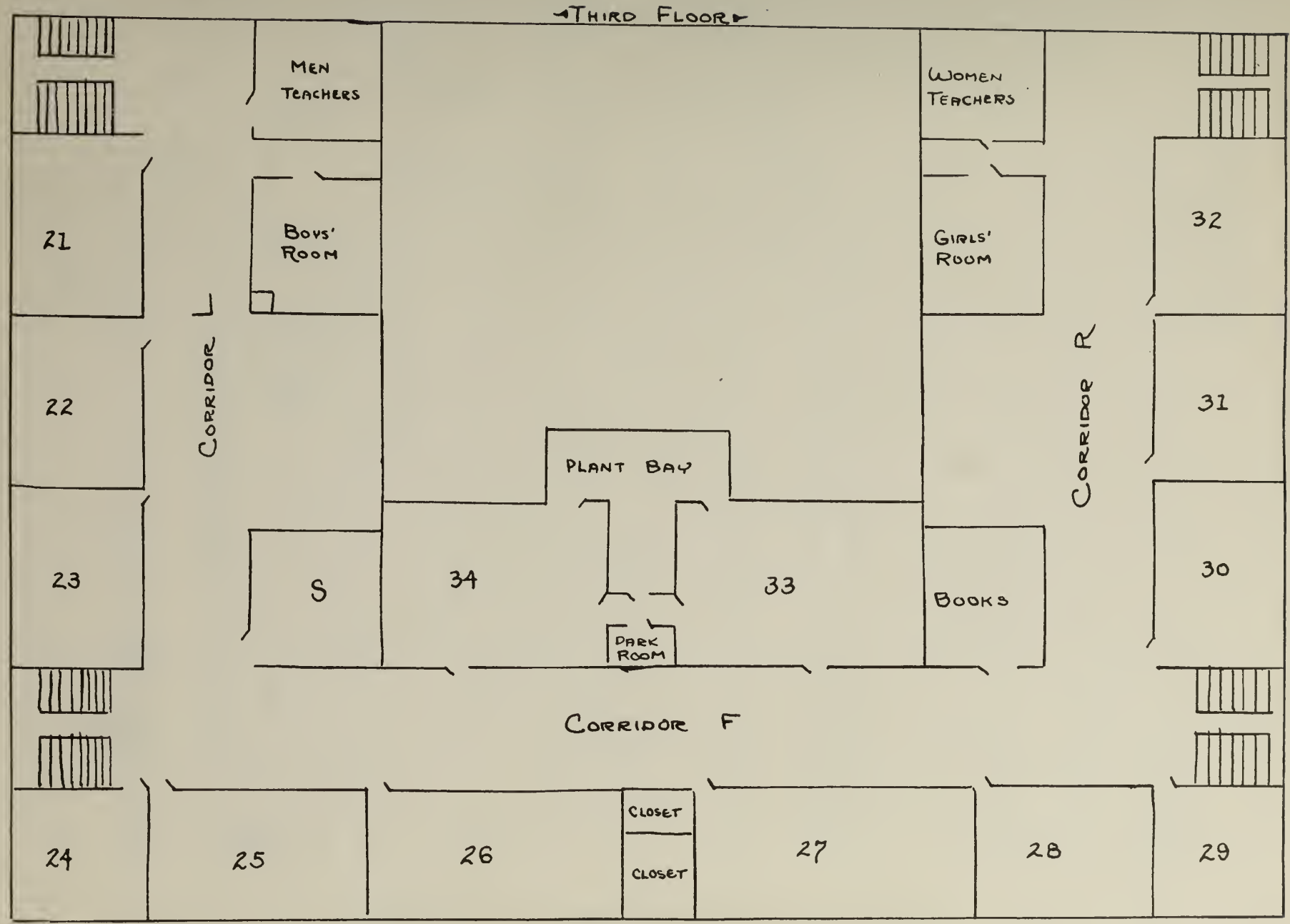
Certain teachers act also as counselors or advisors. The counselor to whom you are assigned on entering South will watch your progress for the full time that you remain here. If any difficulty arises in school which is hindering your progress, be sure to take that problem to your counselor; together you can probably work out the solution.


First Floor
Boys' Locker Room
Instructor
Gymnasium
Girls' Locker Room
Instructor
3
S
Books
Fire Exting.
Kitchen
4
Corridor L
Boys' Room
S
W.R.
Girls' Emergency Room
Auditorium
Girls Room
Cafeteria
5
Corridor F
6
fire ext.
7
S
P
Office
8
Sewing Room
Dining Room
9
Cooking Room
North

Faculty, 1949-50

Name	Subject	Room
Acorn, William	Geography-History, Civics, World Civilization	29
Anderson, Margaret	Cooking, Practical Arts	9
Barstow, Althea	English, Spelling-Penmanship	17
Black, Catherine	Algebra, Arithmetic	18
Bragdon, Mary	Group Conference, World Civ.	20
Connors, Frank	Shop, Practical Arts	Shop
Coulter, Carol	Group Conference, English	32
Crockett, Lulie	Civics	14
deCapó, Anna	Arithmetic, English, Spelling-Penmanship	12
Doyle, Agnes	English, Spelling-Penmanship	22
Foote, Hilda	Group Conference, Arithmetic	10
Forsyth, Louise	Group Conference, English	27
Kane, George	Arithmetic	19
Keaveny, Elsie	Geography-History	23
Mahoney, M. Frances	Geography-History, Spell.-Pen.	21
Marr, Lucy	Arithmetic, Science	13
Pratt, Mary	Physical Education	Gym
Smith, Lela Belle	Art	26
Steele, Richard	Science, Physical Education	Gym, 34
Sterling, Reay	Arithmetic	3
Sternberg, Anna	Group Conference, English	24
Stevens, Margaret	Science	28, 33
Thomas, Rachel	English	16
Toomajian, Elizabeth	Latin, World Civilization	30
Turner, Sybil	Geography-History, Spell.-Pen.	11
Vining, Cora	Librarian	15
White, Marie	Sewing, Art, Practical Arts	8, 25
Wood, Maude	Group Conference, Spell.-Pen.	5


SECOND FLOOR
MEN TEACHERS
WOMEN TEACHERS
BOYS ROOM
GIRLS' ROOM
10
11
12
20
19
18
CORRIDOR L
CORRIDOR R
S
BALCONY
BOOKS
PROJECTION ROOM
CORRIDOR F
CLOSET
CLOSET
13
14
15
16
17
NORTH


THIRD FLOOR
MEN TEACHERS
WOMEN TEACHERS
BOYS' ROOM
GIRLS' ROOM
21
22
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CORRIDOR L
CORRIDOR R
PLANT BAY
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BOOKS
DARK ROOM
CORRIDOR F
CLOSET
CLOSET
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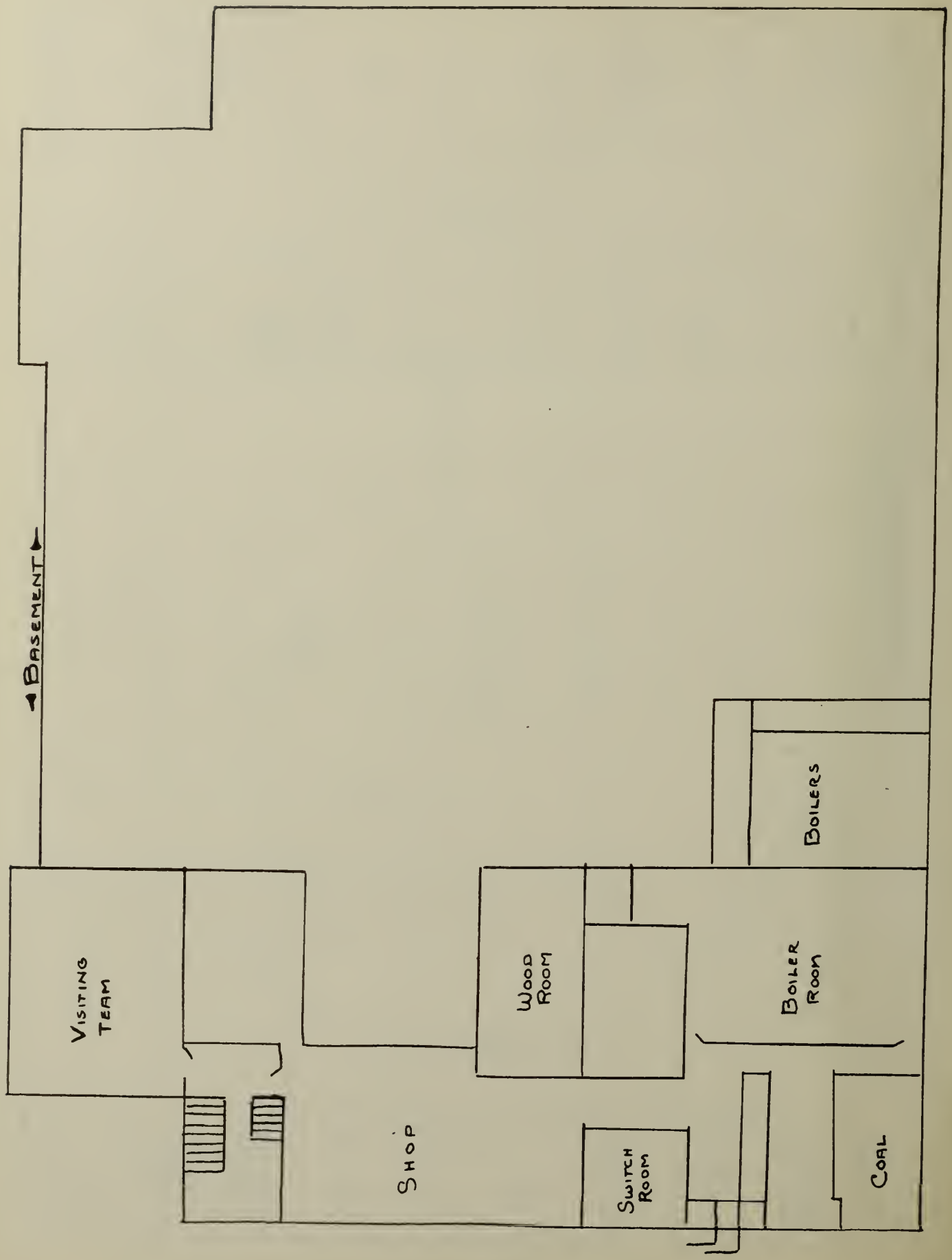

BASEMENT
VISITING TEAM
SHOP
WOOD ROOM
SWITCH ROOM
BOILER ROOM
BOILERS
COAL

SPECIAL ROOMS AND THEIR USES

THE PRINCIPAL'S OFFICE

The Principal's office is to be used only for information and business. The office clerk has her assigned duties which must be completed before the end of the day. Unnecessary interruptions delay the completion of her work.

Occasionally pupils are asked to assist in counting money, using the mimeograph machine, or similar work. They should not be disturbed or interrupted in their work.

Do not go into the office at lunch time except on official business. Keep the office door closed at that time especially.

THE HEALTH ROOM

One of the major responsibilities of the school is the health and well-being of its students.

Room 7 is the First Aid or Emergency Room. Miss O'Brien, our school nurse, is present every morning from 8:30 - 9:15 to render first aid, check pupils returning after an illness, or to consult with any pupil referred to her by a teacher. Any accidents, cuts, or bruises should be attended to before the beginning of each day if possible.

On Monday, Miss O'Brien is in her office from 8:30 - 12. On Wednesday from 1:00 to 3:30. On these days the two-bell warning is sounded in each room, at which time students who wish to see the nurse obtain dismissal slips from the classroom teacher.

The nurse is on call for emergencies. In her absence,

Miss Wood, Room 5, has full charge of the room. Do not enter without her permission.

THE LIBRARY

You will want to become acquainted with the library right away. It contains approximately 3,800 books, many pamphlets, newspapers, and pictures. Many of the books are helpful in your studies. Many more will give you hours of delightful reading, for they cover fiction, sports, invention, nature, hobbies of all sorts, adventure, science, and biography.

The library is open from 8:15 - 3:15. Unless you have a study period in the library, books may be taken out only before and after school. Pupils in study rooms may get permits from the teacher in charge to go to the library providing they actually need to use the library resources and that there is no class working there. Lessons on the use of the library will be given pupils in correlation with their English work.

Use the card catalogue to locate books. If you cannot find what you want, ask the librarian or an assistant. Be sure to get all books charged at the library desk before taking them from the room. "Overnight" books must be returned before 8:30 the next morning. You will be expected to take good care of any material borrowed from the library. Pupils must pay for lost or damaged books.

From time to time interesting exhibits and displays are arranged in the library. Be sure to see them.

LIBRARY ASSISTANTS

Any girl who qualifies is eligible for the library staff. To qualify, she must obtain a certain required score on the library test which is given at the end of the seventh grade instruction to all pupils.

These library assistants charge books, card them, and arrange books properly on the shelves. Ninth grade assistants are expected to work one study period per week in the library.

THE COUNSELORS' ROOM

Room 4 is known as the Counselors' Room. It is a quiet place for conferences. Some day when you go to your counselor with a problem, you may receive this suggestion: "Let's go to Room 4 where we can talk over the matter without interruption." You may also be asked to go there for special tests, such as those given to boys who are thinking of entering the Trade Department of Quincy High School. It is a room to enter only if you have been asked to do so, for you might disturb a very important conference if you went uninvited.

BELL SCHEDULE

Opening Bell:	8:15 A.M.
Warning Bell:	8:25 A.M.
Last Bell:	8:30 A.M.

The bell schedule has been arranged to accommodate the teachers in opening and closing classes promptly. A warning bell is rung two minutes before the close of each period to help them to close the lesson on time. the TEACHER - not the bell - closes the meeting.

Traffic officers should go on hall duty one minute after the warning bell. Two minutes are allowed for passing from one room to another. Classes are started promptly after this two-minute lapse. If you follow your class usher and keep moving, you will not be late for class.

Bells are rung, also, at 2:45 P.M. and at 3:00 to accommodate the teachers' after-school programs.

Six-Period Day Bell Schedule

8:15	- 8:30	Before-school activity
8:30	- 8:45	Homeroom period
8:45	- 9:35	1st period
9:35	- 10:25	2nd period
10:25	- 10:35	Basement
10:35	- 11:25	3rd period
11:25	- 11:55	1st lunch
11:25	- 12:15	4th period
11:55	- 12:45	" "
12:15	- 12:45	2nd lunch
12:45	- 1:35	5th period
1:35	- 2:20	6th period
2:20	- 2:30	Homeroom

Seven-Period Day Bell Schedule, 1

Assembly first period. Three bells is the signal to pass to assembly.

8:30	- 8:35	Homeroom
8:35	- 9:30	Assembly
9:30	- 10:10	1st period
10:10	- 10:15	Basement
10:15	- 11:00	2nd period
11:00	- 11:45	3rd period
11:45	- 12:10	1st lunch
11:45	- 12:25	4th period
12:10	- 12:50	" "
12:25	- 12:50	2nd lunch
12:50	- 1:35	5th period
1:35	- 2:25	6th period
2:25	- 2:30	Homeroom

Seven-Period Day Bell Schedule, 2

Assembly the last period.

8:30	-	8:40	Homeroom
8:40	-	9:25	1st period
9:25	-	10:10	2nd period
10:10	-	10:15	Basement
10:15	-	11:00	3rd period
11:00	-	11:45	4th period
11:45	-	12:10	1st lunch
11:45	-	12:25	5th period
12:10	-	12:50	" "
12:25	-	12:50	2nd lunch
12:50	-	1:30	6th period
1:30	-	1:35	Homeroom
1:35	-	2:25	Assembly
2:25	-	2:30	Homeroom

DAILY NOTICES

The daily notices issued by the office carry a record of the attendance. In addition, there are often announcements of interest to pupils. The detention room for the day is always stated also. Listen carefully for notices of meetings, extra-curricular activities, rehearsals, and reports.

BUS TICKETS

Bus tickets are available in the school office at 2:30 P.M. only. There are ten rides on each ticket. Tickets cost 50 cents.

VISITORS

Visitors during the school day are not welcome to visit classes unless they are parents, school officials, or adults who are interested in the work being done. Otherwise, school work would be interrupted, and valuable time would be lost.

"NO SCHOOL" SIGNAL

The signal for "no school" because of stormy weather is given by radio over stations WNAC, WEEI, WCOP, WBZ, and our local station, WJDA, at intervals of about 15 minutes from 7:00 to 8:30 A.M. Tune in on one of the above stations a few minutes before the time mentioned above and leave it there for 30 to 45 minutes. When announcements about "no school" are made, listen carefully.

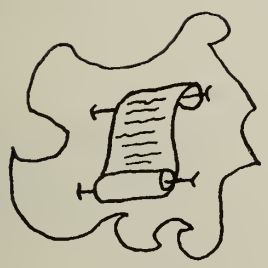
CHANGE OF ADDRESS

If you move during the school year, tell your homeroom teacher and your counselor of your new address. If it is out of our school district or out of the city, get a transfer card from the clerk in the office.

SCHOOL BOUNDARIES

If you leave the building for play during the lunch period, stay within the area bounded by the fences and the sidewalks. Otherwise you will be considered "out-of-bounds."

To Help You Fit In At South



GOOD SCHOOL SPIRIT

Good school spirit must start in the heart of every individual pupil.

Your school spirit depends most upon your feeling of pride in South and your loyalty to it at all times. Being loyal does not refer just to cheering at school games, nor a desire to fight someone who says anything against this school. Some of those who cheer loudest at school games are the same ones who thoughtlessly scratch the walls of the building or break school rules. Pride and loyalty can best be shown by wanting to DO things to HELP your school,especially if it means giving up some of your own free time.

Your school spirit also depends upon your feeling of friendliness and helpfulness toward all who are here. Try to find the good in everyone, teachers and pupils, regardless of any differences you may have.

School spirit is BEST shown by pupils when they are in large groups--in the corridors, in the cafeteria, in the auditorium, in the gymnasium, on the playground, at the stadium, on the streets. These are times to think more of your school than of your own individual desires.

The spirit at SOUTH is the spirit within each of you.

"The pupils make the school."

RULES AND REGULATIONS

The rules and regulations of this school were drawn up with one thought in mind: your safety and convenience. You do wish to be protected, don't you? Only willing and cheerful cooperation from every individual can make this possible.

BETWEEN 8:15 and 8:30 A.M.

After removing your wraps, report to your homeroom teacher. Then return library books which are due, get dismissal slips signed in the office, return reference materials to classrooms, use the lavatory, get a drink, see that working materials are ready for the day, take make-up work to teachers, and attend to any other responsibilities that you may have. Be back in your homeroom by 8:25.

AFTER 2:30 P.M.

When dismissed, leave the building promptly and quietly. Do not loiter. Report as soon as possible to teachers for make-up work or to the detention room. Wait OUTSIDE the building for friends who are detained for any reason. Be quiet on the school grounds so as not to disturb pupils who are doing make-up work.

TARDINESS TO SCHOOL

You are tardy if you are not in your seat at 8:30. If tardy, go directly to the office, get an admittance slip,and then report to your homeroom. The penalty is 15 minutes in your homeroom at 2:30 for the first tardiness and 30 minutes for the second tardi-

ness. If you are tardy three times in one term, you will be given a detention penalty of 45 minutes. A note explaining your tardiness is required the morning following. If you fail to bring it by the second morning, you will be sent to the office.

ABSENCES

Every absence from school must have an excuse from home signed by your parent or guardian. Each note should have the date of absence and the reason for it. If your excuse is not brought within three days of your return, you will be sent home for it and given a detention penalty. Be sure to get a make-up slip as soon as you return and consult your teachers concerning the work you have missed.

HOW TO USE A MAKE-UP SLIP

When you return from being absent, get a make-up slip from your homeroom teacher before 8:30 if possible. Promptly ask your subject teachers what work must be made up. Read carefully the assignments the teacher writes on the slip and follow them accurately. As you complete assignments, present the slip to the teachers for their signatures. Give the slip to your counselor when all work has been made up. Use a make-up slip after every absence.

DISMISSAL FROM SCHOOL

"Requests for dismissal before the close of school must be made by parents or guardian in person or in writing. No ex-

cuse shall be granted except for sickness or on account of some other similarly urgent necessity of which the principal shall be the judge." So says our School Committee. Need we say more?

DISMISSAL FROM CLASSROOMS

If you need to leave a classroom for any reason, you must obtain from the teacher a dismissal slip. Fill the slip out and present it to the teacher for her signature. Take the slip with you so that you have your permit to be passing through the corridors. When you return to the room, fill out the time of return and give the slip to the teacher. These slips are then sent to the homeroom teacher as a record of how often you are dismissed from classrooms during the day and at what times you were out of class.

DETENTION

Detention is punishment given to those who disobey any school rule or regulation. It can be given by any teacher to any pupil. If you receive a detention slip, report to the detention room for the day at 2:30 taking with you something to study. Give the slip to the teacher in charge. Be quiet and orderly and studious during your time of detention or your time will be extended.

The offenses and penalties are:

1. corridor offenses.....30 minutes
2. recess disturbances.....30 minutes
3. third tardiness to school.....45 minutes
4. poor behavior at interschool games
5. repeated failure to return deficiencies and excuses
6. cases assigned by the office

The slips are kept on file by your homeroom teacher as a part of your citizenship record. If you are sent to detention 3 times per term, you will get "U" in Conduct on your report card. If a pupil fails to report to detention repeatedly, he will be subject to suspension.

TRUANCY

A pupil who is truant must make up in detention the total time he has lost. School work that has been missed can be made up only if the teachers are willing. Repeated truancy is cause for suspension.

SUSPENSION

A pupil may be suspended from school, subject to an appeal by the parent or guardian to the Superintendent, for any of the following reasons:

1. Truancy persisted in
2. Violent opposition to authority
3. Habitual and determined neglect of duty
4. General bad conduct, improper language, and bad example tending to the injury of the school
5. Smoking; cutting, marring, destroying, defacing, or injuring any of the public property, such as books, building, furniture, fences, trees, and shrubbery

Repeated cause for suspension results in either informal or formal hearings.

SMOKING

Smoking is not allowed on school grounds or within sight of the building. One warning only is given. A repeated offense is cause for suspension.

CORRIDOR PASSING

The following rules were made for the safety and convenience of pupils as they move through the corridors. Cooperate with them for your own protection and the good of all.

1. Move quietly.
2. Keep to the right.
3. Carry your materials in your left hand.
4. Follow your class usher.
5. Do not stop to get drinks.
6. Never run at any time.

Breaking these rules means detention. Every good school citizen will cooperate in these protective measures.

ENTERING AND LEAVING CLASSROOMS

Enter quietly, sit down, and do something worthwhile until the lesson begins. At the end of the period, stand when the girl usher gives the signal. Leave quietly in a single file.

CARE OF YOUR LOCKER

How good a housekeeper are you? Is your locker neat and clean? It can't be if you use it for a wastebasket. You may go to your locker without permission at the following times:

1. Before 8:30 A.M.
2. After 2:30 P.M.
3. During the ten-minute toilet period
4. Before and after lunch periods
5. Before and after Gym, Shop, or Cooking and Sewing

Try to close the locker door quietly. Slamming it not only disturbs others, but may be destructive. You must share your locker with a classmate. Be considerate of your partner.

PROPER USE OF LAVATORIES

The toilets may be used without permission before and after

school, during the ten-minute period, and during the lunch period. A dismissal slip is necessary if you must leave a classroom to use the lavatory. At all times when you are there--

1. Be quiet.
2. Flush the toilet.
3. Use soap dispensers carefully.
4. Put paper toweling in the wastebasket.
5. Be neat.

THE TEN-MINUTE PERIOD

Daily between the second and third periods, you are allowed ten minutes for relaxation. You should use the lavatory so that it will not be necessary to leave a classroom. You may get drinks at the fountain and go to your lockers. You should then go directly to your third period classroom and not roam around the building. You may talk and move about freely. Remember to use "indoor" voices. Use this period wisely so that you will not lose the privilege.

EATING IN THE CAFETERIA

Walk all the way to the cafeteria. Keep in single file. Do not run or push. Have the correct change if you are to make purchases at the counter. Candy and icecream must not be purchased until a signal is given. When you have finished eating, brush up your crumbs and other waste and CARRY (not toss) all such materials to the large barrels. Push your chair under the table before leaving.

AFTER EATING YOUR LUNCH

Do not leave the cafeteria until a signal is given. Be sure to finish ALL eating before leaving. This includes icecream,

candy, potato chips, and fruit. Stay on the first floor if you remain within the building. Keep the main front entrance to the building clear. Do not RUN, FIGHT, or SHOUT. In fine weather, you may go outside. At first lunch, keep to the south side of the building. At second lunch keep to the north side of the building. Return to the building promptly at the first bell. Go to the upper floors by the proper stairways.

LUNCH AT HOME

Pupils are allowed the privilege of going home for lunch if they live within a reasonable distance. Pupils who wish this privilege must get permission from the office and bring a note from home requesting the permit. The privilege will have to be taken away if the pupil repeatedly returns late from lunch.

FIRE DRILLS

SIGNAL: a continuous ring on the corridor bell

On signal, look at the blackboard for exit directions, and wait for a signal to stand.

WALK!
KEEP IN DOUBLE FILE!
DO NOT TALK!

Only by FULL cooperation with these three rules will you and others be alert for emergency instructions from the teachers or others who are in charge. When outside the building, turn and face it keeping double file. On signal, return to the building in orderly fashion. Classes should return in the reverse order from that in which they left the building.

GAMES IN THE GYMNASIUM

Take your wraps with you when dismissed, for you are not allowed to return to your lockers after games. Leave the gymnasium by the rear outside door immediately after the game is over. The best type of sportsmanship is expected at all games from both players and spectators.

BICYCLES

Bicycles must be parked in the racks or along the fence on the north side of the building. It is best to lock them. Remember not to ride on the sidewalks or to carry passengers on your bicycles. IT IS AGAINST THE LAW!

LOST AND FOUND

All things found should be taken to the office so that the rightful owners may claim them there. Lost articles should be reported to the office so that an announcement may be put on the daily notices.

TELEPHONE CALLS

The school telephone is provided for school business. In a real emergency, pupils may be allowed to use the telephone.

Pupils are never called to the telephone.

COURTESY AT SOUTH

Your manners are showing! Everyone is looking! If they are good manners, you have nothing to worry about. Are yours good manners?

GOOD MANNERS IN THE CLASSROOM

1. Use the teacher's name when speaking to him or her.
2. Wait until another has finished speaking before you begin.
3. Excuse yourself if you must interrupt those who are speaking together.
4. Stand erect when you are speaking to the group.
5. Speak so that all can hear.
6. Be very quiet when anyone is talking on the telephone.
7. Do not chew gum.
8. Excuse yourself if you must pass in front of the teacher or between those who are speaking.
9. Look at the person who is speaking to you and to whom you are speaking.
10. Cover your face with a handkerchief when you sneeze or cough.
11. Wait for the teacher to close the lesson before you pack up your materials.
12. Step aside if another person reaches a door just as you do.
13. Do not laugh at the errors made by your classmates. Be kind.

GOOD MANNERS IN THE CORRIDORS

1. Use "indoor" voices as soon as you enter the building.
2. Be careful when going through the swinging doors.
3. Close locker doors quietly.
4. Accept suggestions from traffic officers in good spirit.
5. Excuse yourself if you bump into another person.
6. Pick up any litter you may see and deposit in the nearest wastebasket.
7. Teasing and fooling are not appropriate.

GOOD MANNERS IN THE CAFETERIA

1. Eat neatly.
2. Do not talk with food in your mouth.
3. Talk with "indoor" voices.
4. Push your chair under the table when leaving.
5. Do not hold places or "save seats" for other pupils.
6. Act in every way as well-mannered people do in a public restaurant.

GOOD MANNERS IN THE AUDITORIUM

1. Enter quietly and orderly.
2. Be reverent during the opening exercises.
3. Do not lift seats when standing for flag salute.
4. Stand at attention during the flag salute.
5. Sit up. Do not "slouch" in your seat.
6. Be courteous to the speakers.

7. Do not talk or whisper.
8. Do not laugh if errors are made. Be sympathetic.
9. Applaud in a proper manner. Do not applaud after the sounding of "taps."
10. Allow all teachers and presidents to leave the auditorium before standing for dismissal.
11. Leave quietly and orderly.

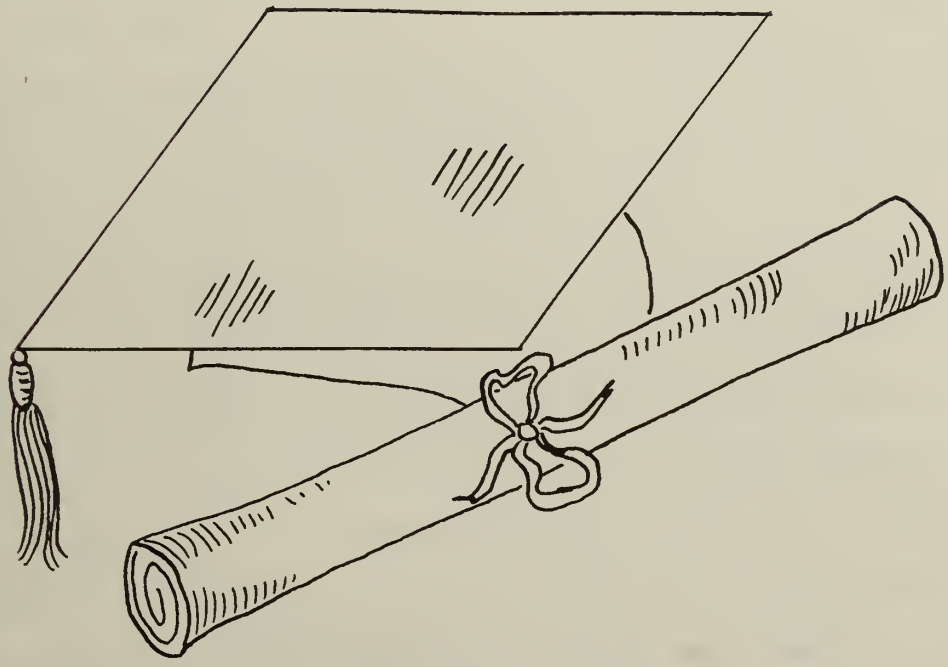
SPECIAL DO'S AND DON'T'S FOR GIRLS

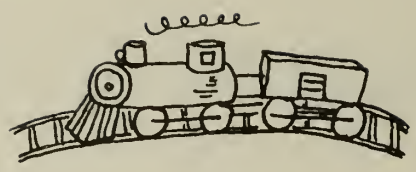
1. Do NOT comb your hair, replace make-up, or file your nails except in the lavatory.
2. Be neat and clean in your WHOLE appearance.
3. Be kind and pleasing to EVERYONE.
4. Beware of perfume.

SPECIAL DO'S AND DON'T'S FOR BOYS

1. Hats off when you enter the building.
2. Be neat and clean in your WHOLE appearance.
3. Be polite to everyone; it isn't sissified.
4. Don't be a nuisance or "pest" to the girls.

To Help You Succeed At South





LOCOMOTIVE TO SUCCESS

All aboard! Get on the locomotive to success. Everyone at South can make it if he tries. You have a chance of being successful here and getting promoted. So, let's board the train and stop at the different stations to success.

The first stop is Satisfactory Citizenship. On the platform are not only conduct and effort but also initiative, punctuality, willpower, respect for teachers, fair play, unselfishness, and consideration—all eager to join you. Make room for them. They'll help you reach your destination.

Satisfactory Scholarship is the second stop. Here good work habits are waiting to serve you. If you master them, you'll do your best; and your best is all that's required at South.

The final stop on this trip to success is Satisfactory Participation. Show interest; take part; help make the lessons interesting, and you'll not only enjoy school, but you'll also get so much more out of each subject.

Just hop on this train and you'll see that you, too, can be successful. If you take the right train and keep on the right track, you are bound to be a success. This year, let's all take a ride on the locomotive to success.

PROGRAM OF STUDIES

GRADE SEVEN

English	7 periods
Mathematics	5 periods
Geography	4 periods
History	4 periods
Group Conference	2 periods
Spelling-Penmanship	3 periods
Shop or Sewing	2 periods
Music	1 period
Art	1 period
Physical Education	1 period
	30 periods

GRADE EIGHT

English	5 periods
Mathematics	5 periods
Geography(one-half year)	5 periods
History(one-half year)	5 periods
Civics	4 periods
Science	2 periods
Group Conference	2 periods
Spelling-Penmanship	2 periods
Shop or Cooking	2 periods
Music	1 period
Art	1 period
Physical Education	1 period
	30 periods

GRADE NINE

English	5 periods
World Civilization or Latin	5 periods
Group Conference	1 period
General Science	5 periods
Algebra or General Mathematics	5 periods
Freehand Drawing	1 period
Appreciation of American Art	1 period
Music	1 period
Physical Education	1 period
Practical Arts (elective)	3 periods

GOOD WORKMANSHIP

Are you a "good workman"?

You cannot answer "Yes" to that question unless you can answer "Yes" to all the questions that follow.

DO YOU--

1. have the necessary materials with you?
2. listen carefully to all directions?
3. follow each direction accurately?
4. concentrate 100% on the work?
5. start the work promptly?
6. try to do your own work?
7. ask for help when not sure how to go on?
8. do neat work?
9. finish the work on time?
10. check your work for errors?
11. correct errors willingly and with patience?
12. accept criticisms as helps?
13. finish one piece of work before starting another?
14. memorize important facts and rules?
15. file all reference material in an orderly notebook?
16. review frequently?
17. make up incomplete work promptly?
18. try to like your work?
19. do more than is required?
20. show satisfaction with only your best work?
21. respect the rights and feelings of others?

There they are! Those are the good work habits which you need to develop to be successful now and in the future. When will you begin? Right away? TODAY?

THE MARKING SYSTEM

Our marking system for subjects of study follows this scale:

A, 90 - 100	
B, 80 - 89	
C, 70 - 79	
L, 65 - 69	This is passing, but unsatisfactory
D, below 65	

Conduct and Effort are marked S or U (Satisfactory or Unsatisfactory). If any two teachers report you as U in either Conduct or Effort, you will be marked U on your report card.

Some items are marked only twice a year - in January and June. They are spelling, penmanship, freehand drawing, art, cooking, sewing, shop, music, practical arts, and physical education. These are marked S or U.

REPORT CARDS

Report cards are issued four times a year. They are to be signed by your parents as evidence that they have seen them and then returned to your homeroom teacher within two days. You may keep your report card at the end of the fourth quarter in June.

HONOR ROLL

To qualify for High Honors: conduct and effort must be Satisfactory, and all grades A (or S) except one, which may be B.

To qualify for Honors: conduct and effort must be Satisfactory, and all grades B or better (or S) except one, which may be C.

DEFICIENCIES

Half way through each term, deficiencies are given to the pupils who did not do satisfactory work during those five weeks. These deficiency slips are designed to help the pupils, therefore, on the slip, the pupils are told the reason or reasons for their poor work. It is the teachers' wish that these will serve as a guide to help the pupils do better work

the remainder of the term, thus making it possible to earn a passing mark on the report card.

Although deficiencies do not become part of a permanent record, they must be studied and signed by the pupil's parents (or guardian) and returned to the homeroom teacher.

A deficiency does not mean the pupil is failing for the term, it is a warning to him to improve or he may fail. It is in the hope of preventing failures that these warnings are given in the middle of each term.

HOME STUDY REQUIREMENTS

GRADES SEVEN AND EIGHT

No home work is assigned regularly to pupils in grades seven and eight. It may be assigned to pupils who have been absent for make-up work, or to slow-working pupils on their request or that of their parents. If you receive a failing mark, you should always get special help from the teacher and take home assignments.

GRADE NINE

Home work is assigned in grade nine by judgment of the individual teacher. It may be assigned regularly.

SIX-YEAR RECORD CARDS

Now that you're at junior high, you are starting a new record—your six-year record. It is so-called because it starts in the seventh grade and ends in the twelfth grade. On the inside of the six-year record card is a copy of your report card. Space is provided for each grade. On the

back of the six-year record card is information concerning you, your personal qualities, and your school activities. At the end of each year, your teachers mark you on four personal qualities. Your homeroom teacher puts the average of these marks onto the back of the six-year record card. The four personal qualities you are marked on are:-application, initiative, dependability, and cooperation.

Here's to your making your six-year record one you and your family can be proud of!

HOW TO MAKE GOOD USE OF STUDY PERIODS

(For ninth grade pupils)

Study periods are given to you to help you! If you use the time profitably, you will have less home study to do.

1. Have a special notebook in which you have written your assignments.
2. Take work enough with you to keep you busy the entire period.
3. Take all necessary materials; the study room teacher may not have the kind of material another subject teacher requires you to use. You will not be permitted to return to your locker or homeroom.
4. Start work promptly. The reading of newspapers, magazines, or story books is not allowed unless assigned by some teacher.
5. Do your share to keep the room quiet; all people work best in a quiet room.
6. Conversation should be held only with permission and should be limited to a few minutes.
7. If you plan to work on more than one subject, give a fair share of the period to each one.
8. It might be wise to study your most difficult subject during school study periods, so that you may get help before leaving school if necessary.
9. If you actually need to go to the library to use its materials, ask the study room teacher for a library permit. Fill it out, get the study room teacher's signature, take it to the library. When you are ready to leave the library, get the librarian's signature and return the slip to the study room teacher.

PHYSICAL EDUCATION

What fun you are going to have each week in the gymnasium! That is a period that you will not want to miss. If you have to be excused from gym for any one period, you must bring a note from home, take it to your homeroom teacher for her signature, then to the school nurse for her check, then to the physical education teacher. If you have to be excused from gym for any long period of time because of some disability, you must bring a note from your family doctor.

BOYS:

By the second week of school, you must provide yourself with a pair of white shorts (elastic top), a sleeveless white jersey, and a pair of white sneakers. You will need a clean bath towel each week, for you must take a shower after the gym period. If you report to the gym without any one of these items, a demerit is recorded against you and the time must be made up after school.

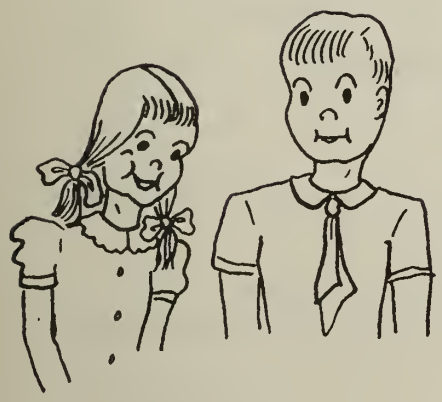
The gym periods will give you knowledge of and practice in marching, tumbling, apparatus work, wrestling, and the fundamental skills of many team sports.

GIRLS:

By the end of the second week of school, you must provide yourself with a royal blue gym suit, white sneakers, and white socks. Label each item with your name for identification. You will also need a clean bath towel each week, for you will be expected to take a shower after each gym period. If you fail to have these items for each gym period, you will be given a time punishment.

The gym periods will give you knowledge of and practice in marching, tumbling, folk-dancing, social dancing, and the fundamental skills of certain team sports.

To Help You Grow Up While At South



HOMEROOM ORGANIZATION

Your homeroom is your school home. Each room organizes in the fall by electing a President, Vice-President, Secretary-Treasurer, Girl Usher, and Boy Usher. In the ninth grade, the Secretary and the Treasurer are two separate offices. Various committees are also appointed.

The morning homeroom period each day is provided so that you and your classmates and your homeroom teacher can develop a "family spirit". You can have worthwhile programs if you are alert and interested. Do your share in whatever is planned. A business meeting should be held weekly to discuss all matters pertaining to the problems and activities of your homeroom class.

Here is a chance to practice a little bit of democracy in preparation for the future.

THE PRESIDENTS' CLUB

The Presidents' Club is not a social group in the way we usually think of a club. It is a gathering of the presidents of the homerooms to discuss and try to solve the minor problems of the school. The meetings are conducted in parliamentary fashion, with the head counselor present. When necessary, reports are taken back to the homeroom to acquaint all pupils with the policies being considered.

The success of this organization depends upon the interest taken in it by the members and the willingness with which they assist in its activities.

QUALIFICATIONS FOR CLASS OFFICERS

PRESIDENT (or VICE-PRESIDENT):

1. rates high in school citizenship and in the community
2. has a satisfactory scholarship record
3. is courteous to all persons everywhere
4. deals fairly and wisely with classmates
5. has ability to work with others
6. is able to distinguish between right and wrong
7. acts promptly for the right
8. shows interest in all the activities of the school
9. always gives up personal convenience for the good of the school
10. shows interest in and is willing to serve his classmates
11. has initiative, but does not hesitate to ask for advice when he is not sure what to do

SECRETARY:

1. is a good student in English
2. writes legibly and neatly
3. knows how to take notes for reports of class meetings
4. is accurate in making reports and in keeping them on file

TREASURER:

1. is a good student in mathematics
2. writes legibly and neatly
3. is accurate in keeping records and making reports

USHERS:

1. know the plan of the building and the location of rooms
2. know the best route to take to reach any room from any given point
3. speak audibly and distinctly
4. insist on the observance of all traffic rules

DUTIES AND RESPONSIBILITIES OF HOMEROOM OFFICERS

PRESIDENT:

1. leads the class in living up to the ideals of the school
2. presides at class meetings
3. conducts class meetings according to parliamentary procedure
4. calls special meetings with the consent of the homeroom teacher
5. directs and assists other officers when necessary
6. assists in directing traffic in the corridors

7. appoints temporary officers in the absence of elected officers
8. assumes control of the class in the absence of the teacher
9. answers telephone unless otherwise directed
10. attends presidents' meetings and helps to discuss school problems and reports results to the homeroom
11. reports cases of misconduct to the homeroom teacher

VICE-PRESIDENT:

1. assumes duties of the president in his absence
2. follows the girl usher out of the classroom and assumes charge of the class until the president or teacher enters

SECRETARY-TREASURER:

1. writes reports of all class meetings
2. serves as president in the absence of both president and vice-president
3. attends to correspondence
4. posts notices concerning money
5. assists homeroom teacher in keeping a record of attendance
6. keeps a careful record of class funds
7. makes announcements concerning funds

USHERS:

GIRL USHER:

1. is seated nearest the door in each classroom
2. dismisses the class at the end of each period
3. leads the class in all passing through the corridors
4. takes the shortest and most direct route from one room to another unless otherwise directed
5. observes traffic rules
6. when necessary, breaks through a line, but avoids a double line at all times
7. leads the class to the nearest exit when the fire alarm rings

BOY USHER:

1. supervises the passing and follows at the end of the line
2. he dismisses the boys after the girls have left and leads the boys to their next classroom when boys and girls have different classes

PUPIL HELPERS

Pupils are needed as helpers in many situations at South. Two of these are as helpers in the Principal's Office and in the Cafe-

teria. Of course, no pupil can be expected to help manage school affairs who has not shown his ability to manage his own; hence, the approval of your counselor is needed if you wish to work in either place regularly.

SPECIAL TRAFFIC OFFICERS

Since regular officers are not on duty following the lunch period, teachers may appoint special traffic officers to assist in directing traffic on the stairs. The traffic officers should see that pupils go up the stairs in a single line quietly. Offenders will be reported by these officers to teachers for detention penalty.

PARTIES

Classroom parties may be planned for Christmas and other holidays with the permission of the homeroom teacher. They must be held after 2:30 P.M.

The ninth grade may have a Christmas Party for their whole group, if they wish. They may also have a June party. Neither party is a formal one.

JUNIOR RED CROSS COUNCIL

Junior Red Cross activities at South are directed by the Council with the help of a teacher-sponsor. Every division elects a delegate who takes charge of all Junior Red Cross activities in his homeroom. The delegates from all the divisions make up the South Council.

Some of the Junior Red Cross activities carried on at South are:

enrollment of members in November

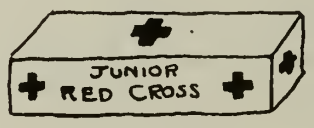
filling educational gift boxes for overseas

making tray favors for hospitals

making correspondence albums to be sent abroad

issuing a monthly JRC news bulletin for South

We hope to have 100% membership in the Junior Red Cross at South every year.



To Help You Enjoy The Extracurricular Activities At South

MUSICAL OPPORTUNITIES

Pupils who join the following organizations have a special opportunity and obligation to serve the school and community.

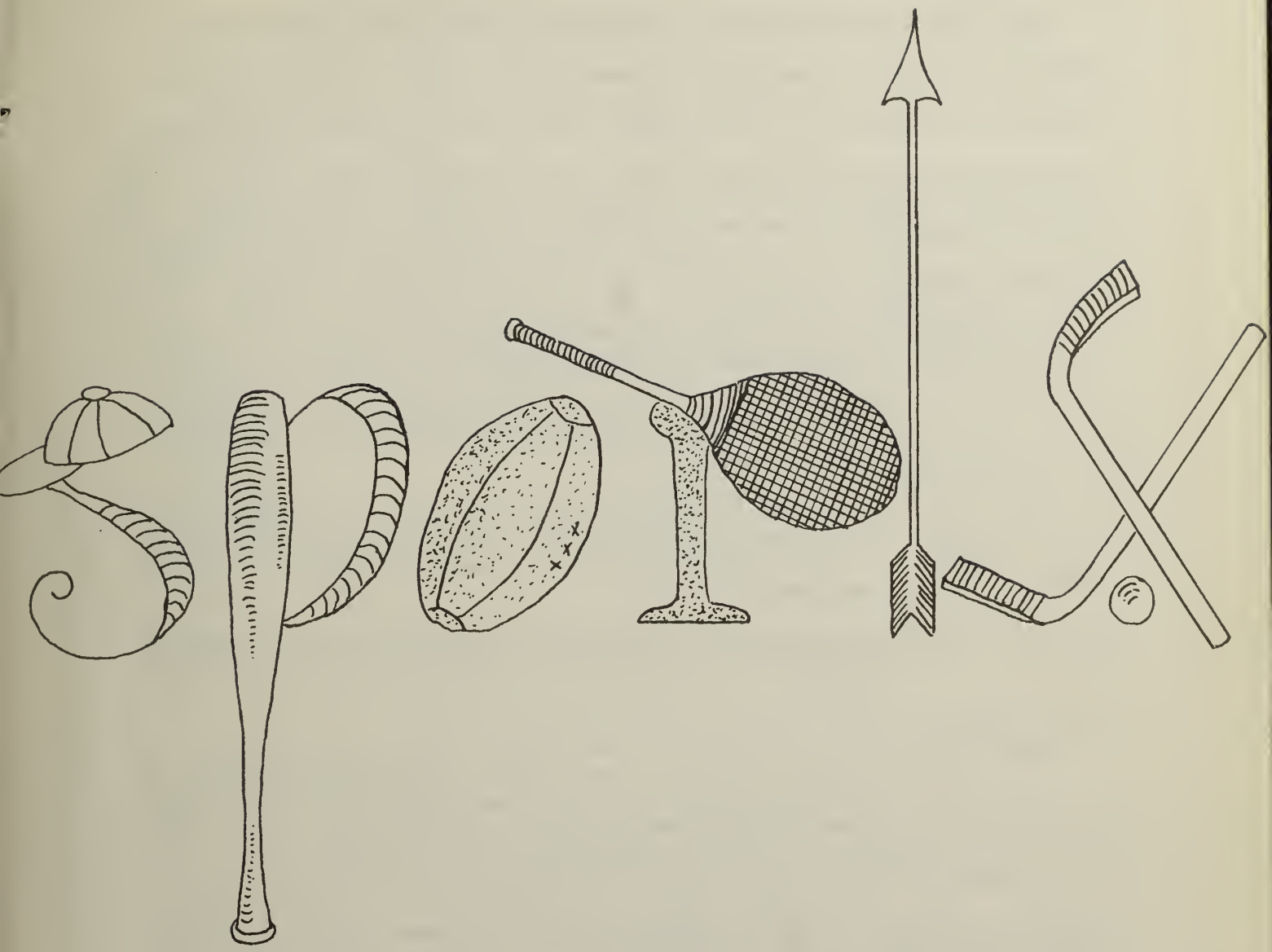
GLEE CLUB

The Glee Club is open to eighth and ninth grade boys and girls selected by the director after a satisfactory try-out. There are usually about 65 members. They sing only four-part music which is more difficult and interesting than class work. There is one meeting a week, usually on Monday at 2:30 P.M.

ORCHESTRA

The school orchestra is open to any pupils who play an instrument. Rehearsals are held on Wednesdays at 8:00 A.M. The orchestra plays at many of the school assemblies, on Parents' Night, and other special occasions. The school department owns several orchestral and band instruments which are lent to pupils who wish to study them.

Members of both these organizations participate in an annual city-wide concert given at Quincy High School each spring.


sports

ATHLETICS FOR BOYS

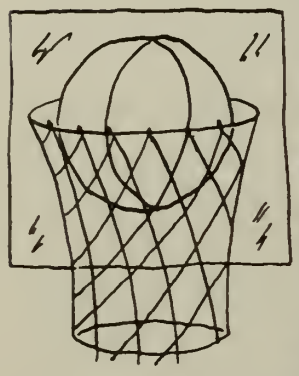
The junior high schools of Quincy have interschool athletic competition in football, basketball, baseball, and track. All boys may participate if they meet the elegibility rules, receive parents' permission, and are passed by the school doctor. In all these sports, teamwork and good school spirit are stressed, but not the skill of any one member of the team. Equipment is paid for out of the athletic fund.

FOOTBALL: Eighth and ninth grade boys are eligible if they have passed their fourteenth birthday but were not sixteen before the first of September preceding the opening of school. No boy is allowed to play on the South team if he is playing on a church or neighborhood or any other outside team.

The team plays two games with each of the other junior high schools in the city. These games are played in the municipal stadium and are made up of four six-minute periods.

Boys who play in at least one-half of all the scheduled games will be awarded a letter at the end of the school year.

BASKETBALL: All boys who are not sixteen years old are invited to go out for the school basketball team. If a boy is a very good player, he may make the school team regardless of what grade he is in. (Only seventh and eighth grade boys may play on the junior varsity team.)

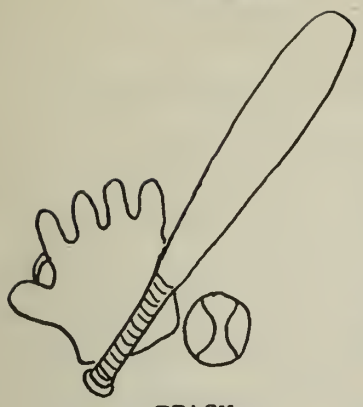


Basketball begins in November and continues until about the middle of March. Practice begins at 2:30 and continues until about five o'clock three afternoons a week.

The teams play three games with each of the other junior high schools in the city.

Letters are awarded to those players who play certain number of games. Certificates are awarded to those who go through the season but do not play enough for a letter.

BASEBALL:



All boys who are not sixteen may go out for baseball. If a boy is a good player, he may make the varsity team regardless of what grade he is in. The season starts about mid-April. Practice begins at 2:30 and continues until about five o'clock four or five days a week.

A six-game schedule is planned for the varsity team, two games being played each week for three weeks.

Letters are given to boys playing one-half of the innings of all the games. Certificates are given to boys who stay on through the season but do not play enough innings to earn a letter.

TRACK:

There are three track teams, one for each grade. These teams compete in dual meets with the teams of other junior high schools in the city.

There is one quadrangular meet held in June. The events of that meet include:

50-yard dash
75 yard dash
Shot-put
High jump
Broad jump
4- and 6-man relays

Each grade team competes with the same grade from other schools.

A letter is awarded any boy who places in three meets.

THE BOYS' CLUB:

The boys' club is an all sports club and is open to all boys who do not go out for basketball and baseball. It is formed immediately after the football season is over and continues until the close of school in June.

The club meets once a week for about an hour after school in the gym. Tumbling, boxing, and volleyball are stressed.

Members of this club usually participate in an assembly program near the end of the school year.

ATHLETICS FOR GIRLS

GIRLS' ATHLETIC ASSOCIATION (G.A.A.)

Membership in the G.A.A. is open to all girls interested in partici-

pating in sports after school. There is a fee of five cents a month.

Early in the fall, all girls who are interested in playing volleyball are invited to the gym after school. Captains are nominated and elected by the group. Each captain organizes her team and together they choose a name. As many teams as possible are made, and girls from different grades are on each team. A schedule is planned whereby each team plays all the other teams in turn. The team which wins the most games is declared champion unless there is a tie score or a very close score between two teams.

A point system has been devised whereby each girl is given points for participation, playing on a winning team or championship team, officiating at games, or representing the school in some other way. The club secretary keeps a record of the points each girl wins. Awards are made in June on the basis of points earned. The ninth grade girl who earns the highest number of points is awarded a white sweater bearing the insignia, G.A.A., and the school letter. Other winners of high points receive a letter or a certificate.

After volleyball, the girls organize for basketball. Later on come bowling, softball, and tennis. Some years the girls have had interschool games in some of these sports.

CHEERLEADERS:

Only eighth and ninth grade girls are eligible for this work. Girls who are interested are given instruction and practice.

Then the physical education instructor chooses eight girls who show by their ability that they are the best in the group. Due consideration for scholarship and conduct is given at this time.

The cheerleaders participate in an assembly and instruct the student body in the school cheers before the opening of the interschool football season. They report to all interschool football and basketball games and lead the pupils of South in cheering our team on to victory.

GOOD SPORTSMANSHIP

Good Sportsmanship is not something you acquire by talking about it. It has to be lived day by day. If you can't PLAY a sport, BE ONE.

WHEN PLAYING,

A GOOD SPORT:

1. puts the fun of the game before winning
2. observes the rules of the game and plays fair
3. plays hard to the end even when he is losing
4. remains very quiet when any player is about to make a "free shot"
5. accepts the referee's decisions
6. does not play "rough" or take advantage of an opponent
7. plays for the success of the team and not for personal glory
8. treats his guests courteously and makes them feel welcome

AFTER WINNING,

A GOOD SPORT:

1. remains modest and doesn't "crow" over his victory
2. praises the losing team for their fine try and good plays

3. controls his enthusiasm so that no destruction takes place

AFTER LOSING,

A GOOD SPORT:

1. will not make excuses when he loses
2. will congratulate the winners cheerfully and sincerely
3. will profit from the loss of the game by improving his playing

Before you leave this section, study it and decide whether you are a "good sport". If you are, we are glad you are here at South. If not, try to become one so that you, too, will be welcome.

SONGS AND CHEERS FOR ATHLETICS

SONG

To our fair South Junior we sing,
On our honor we'll play and we'll fight;
Never give in till we win;
We'll play hard and fight! fight! fight!
Loyal students of South Junior High,
We'll play till the victory is ours,
We'll fight and we'll back up our team,
South Junior High, our victory cry,
South Junior!

CHEERS

1. Wax the Floor

Wax the floor and make it smooth
Come on South you're in the groove,
Dribble the ball and block that pass,
Come on South, make it fast!

2. Victory Cheer

Strawberry shortcake blueberry pie,
V-i-c-t-o-r-y,
Are we in it? Well I guess,
Will we win it? Yes, Yes, Yes!

3. Fight Red Fight Black

Fight red, fight black,
Come on South, fight 'em back;
Shoulder to shoulder,
Knee to knee,
Let's go to victory!

4. Coach Cheer

Yea coach, yea Sterling,
Yea yea, coach Sterling!

5. Watermelon Cheer

Watermelon, watermelon,
Watermelon rind;
Look at the score board and you will find
South, South leading in line,
(opponent, opponent) far behind!

6. Silent Cheer

S-s-s-s-s-Siss Boom Ah!
South Junior High (clap, clap)
South Junior High (clap, clap)
South Junior High (clap, clap)
Rah! Rah! Team!

7. South Locomotive

B-O-A-R-D !
(slowly) S-O-U-T-H
(faster) S-O-U-T-H
(faster) S-O-U-T-H
South! South! Team!

8. With an S and an O

With an S and an O and a U-T-H,
And an H and a T and a U-O-S,
Backwards, forwards, upside down,
Come on South, let's go to town!

9. S-O-U-T-H, TH Cheer

S-O-U-Th, Th
S-O-U-Th, Th
South Junior High
South Junior High
S-O-U-Th, Th!

10. Scissors Cheer

Scissors, thimble, needle and thread,
Come on South knock 'em dead;
How? What? When? Where?
South Junior High School right in there!

11. Hippity-Hip Cheer

Hippity-hip, hippity-hop,
South Junior High School always on the top;
We have the pep, we have the steam,
South Junior High School on the beam!

12. Horse and Buggy Cheer

Horse and buggy,
Horse and buggy team,
(opponent) got the horse and buggy,
South's got the team!

13. Tooty-fruity Cheer

Tooty-fruity, Punch and Judy,
South Junior High will do their duty,
Don't you worry, don't you fret
South Junior High will beat them yet!

14. Icecream Soda Cheer

Icecream soda!
Gingerale pop!
South Junior High School,
Always on the top!

15. Up and Down Cheer

When you're up, you're up,
When you're down, you're down,
When you're fighting South
You're upside down;
Hit 'em on the head
Stamp 'em on the feet,
South Junior High just can't be beat!

16. Signals

Signals 2-4-6-8!
Come on South, it's getting late!
Left tackle! Center guard!
Come on South, hit him hard!
Hit him high, hit him low,
Come on South, let's go!

SCHOOL CALENDAR

INDEX

SCHOOL CALENDAR - September , 1949 - June, 1950

FIRST TERM	DAYS	WEEKS	HOLIDAYS OUT DURING YEAR	
Wed.,Sept.7 - Wed.,Dec.21	71½	16	Columbus Day,Wed.,Oct.12	1 da.
			Armistice Day,Fri.,Nov.11	1 da.
			(Thanksgiving Day,Wed.,afternoon	
			*(preceding and remainder of	
			(week	2½ ds.
Vacation				
Thurs.,Dec.22 - Mon.,Jan.2				
SECOND TERM				
Tues.,Jan.3 - Fr.,Feb.17	34	7		
Vacation				
Mon.,Feb.20 - Fr.,Feb.24				
THIRD TERM				
Mon.,Feb.27 - Fr.,Apr.14	34	7	Good Friday, Apr. 7	1 da.
Vacation				
Mon.,Apr.17 - Fri.,Apr.21				
FOURTH TERM				
			**Mon.,May 29)	1 da.
Mon.,Apr.24 - Fri.,June 23*	42½	9	Memorial Day,Tues.,May 30)	1 da.
	182 ds.	39 wks.		

Teaching Days in:	September	18	4 wks.	
	October	20	4 "	
	November	18½	5 "	
	December	15	3 "	
		71½ ds.		16 wks., 1st term
	January	21	4 wks.	
	February	13	3 "	
		34 ds.		7 wks., 2nd term
	February	2		
	March	23	5 wks.	
	April	9	2 "	
		34 ds.		7 wks., 3rd term
	April	5	1 wk.	
	May	22	5 wks.	
	June	16½	3 "	
		42½ ds.		9 wks., 4th term
		182 ds.		39 wks. - total

* Close at 12 noon, All other closing dates at regular afternoon closing hours.

** If sufficient number of days remain to complete school year

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